COLUMBIA INSTITUTION

FOR THE

DEAF AND DUMB.

E

Number 12

PEARSON, PRINTER

ELEMENTARY

EXERCISES

FOR THE

DEAF AND DUMB.

BY SAMUEL AKERLY,

PHYSICIAN TO THE N. YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

ARRANGED

BY ORDER OF THE BOARD OF DIRECTORS,

UNDER THE INSPECTION OF THE

COMMITTEE OF INSTRUCTION.

ISAIAH, CHAP. 29, V. 18.

"*And in that Day shall the Deaf hear the Words of the Book.*"

NEW-YORK:

PRINTED BY E. CONRAD,

No. 4, *Frankfort-st.*

1821

LIBRARY OF
No.
COLLEGE

Southern District of New-York, ss.

BE IT REMEMBERED, *That on the 24th day of April, in the 45th year of the Independence of the United States of America, the Directors of the New-York Institution for the instruction of the Deaf and Dumb, of the said District, have deposited in this Office the title of a Book, the right whereof they claim as Proprietors, in the words and figures following, to wit: Elementary Exercises for the Deaf and Dumb, by Samuel Akerly, Physician to the New-York Institution for the Instruction of the Deaf and Dumb, arranged, by order of the Board of Directors, under the inspection of the Committee of Instruction. Isaiah, ch. 29, v. 18, "And in that day shall the Deaf hear the Words of the Book." In conformity to the act of the Congress of the United States, entitled an act for the encouragement of learning, by securing the copies of maps, charts, and books, to the authors and proprietors of such copies, during the time therein mentioned." And also to an act, entitled "an act, supplementary to an act, entitled an act for the encouragement of learning, by securing the copies of maps, charts, and books to the authors and proprietors of such copies, during the times therein mentioned, and extending the benefits thereof to the arts of designing, engraving and etching historical and other prints."* G. L. THOMPSON, *Clerk of the Southern District of New-York.*

L.S.

ADDRESS

OF

THE DIRECTORS

OF THE

Institution for the Instruction of the Deaf and Dumb,

TO THEIR FELLOW CITIZENS.

THREE years have elapsed since the School was opened for teaching persons who are incapable of hearing and speaking; and during that time, eighty-two individuals have received the benefit of instruction. Many others have sought admission—but the funds do not at present permit the Directors to receive any more pupils, without at least a partial compensation. This painful necessity to which the Directors find themselves reduced of limiting their benevolence, emboldens them to make an appeal to the public. From the liberality heretofore manifested from this quarter, and from the bounty of the Legislature, they entertain an expectation that ample support will be afforded, and that the blessings of revealed religion, as well as the lights of knowledge, will continue to be shed upon these unfortunate members of the human family.

The Directors have heretofore unsuccessfully applied to Congress for a donation of land, whereby they might have been enabled to establish a permanent fund for their object. The application seems to have failed

from a belief that there were very few Deaf and Dumb persons in the country, and that one School was sufficient to instruct them all. It appears, however, by an estimate derived from such data as we possess, that there is one Deaf and Dumb person for every two thousand of our population, or thereabout; that in the City of New-York the proportion is greater, there being one Deaf and Dumb person in every seventeen hundred, or nearly so.

The petitions to the Legislature of the State have ever attracted respectful attention, and produced liberal donations. But, hitherto no permanent appropriations have been made, apparently because the establishment was in its infancy, and its administration not sufficiently tested by experience.

The difficulty of procuring Teachers has been surmounted. The School is conducted by instructers who, in addition to capacity and kind dispositions, are zealously devoted to the great work of instructing their unfortunate pupils.

The embarrassment experienced from the want of a plan or system of instruction, has also been removed. A Book has been compiled, containing a series of Lessons, in a regular and progressive order. This elementary treatise is now in use, and its beneficial operation is already manifest and acknowledged. The publication of this elementary book, rendered more costly by reason of its numerous cuts, has added to the expense of the year; on which account, the small number of copies beyond the immediate supply of the School, are offered for sale, under a belief that persons of curious research into literature, and of friendly disposition toward the School, may be inclined to purchase.

To all persons at a distance, and particularly to those who reside beyond the limits of this Commonwealth, the Directors take the opportunity of stating, that the annual charge for a pay-pupil is one hundred and seventy dollars, including board, tuition, lodging, washing, and mending; the pupils furnishing their own bed, bedding, and clothing. Tuition alone, is only an expense of forty dollars yearly.

The School at present contains fifty pupils, under the care of one female and two male Teachers.

The Asylum has been newly organized and improved. The sexes are separated, and accommodated in distinct houses. The males live with the Principal Teacher—the females are under the protection of the Superintendent.

That nothing might be omitted that may have a tendency to preserve order and give satisfaction, the Asylum, and more especially the female department, is visited from time to time by an inspecting Committee of Ladies. Under their direction, the girls, when not engaged in the School, are exhorted to employ themselves in needle-work, and in other occupations suited to their situation.

The School-rooms are in the New-York Institution, between the North Park and Chamber-street—where citizens, desirous of witnessing the method of instruction and the improvement of the pupils, are admitted as visiters.

Donations will be thankfully received, at the School, of any amount or description, however small.

There also a book is kept for subscriptions, either by the year or for life. The payment of three dollars an-

nually, constitutes a member—and of thirty dollars at one time, a member for life. Persons so contributing, have the right of voting at the election of Officers and Directors, at the annual meeting in May.

They who wish further or more particular information, may receive it by applying to either of the Directors, or to the Superintendent, at the Asylum, No. 72 Chatham-street.

In behalf of the Institution for the Deaf and Dumb, in the City of New-York,

SAMUEL L. MITCHILL,
STEPHEN ALLEN,
CHARLES G. HAINES,
PETER SHARPE,
THOMAS FRANKLIN,
} *Committee.*

New-York, June 26th, 1821.

DIRECTORS

OF

THE NEW-YORK INSTITUTION

FOR THE

INSTRUCTION OF THE DEAF AND DUMB,

Elected 22d of May, 1821.

DR. SAMUEL L. MITCHILL, PRESIDENT.
REV. JAMES MILNOR, D. D. 1st VICE-PRESIDENT.
SILVANUS MILLER, 2d VICE-PRESIDENT.
GENERAL JONAS MAPES, TREASURER.
DR. SAMUEL AKERLY, SECRETARY.

STEPHEN ALLEN,
REV. JOHN STANFORD,
REV. ALEX'R M'LEOD,
REV. HENRY J. FELTUS,
REV. PHILIP MILLEDOLER,
PETER SHARPE,
GARRIT HYER,
RICHARD HATFIELD,
THOMAS FRANKLIN,
DR. ALEX'R H. STEVENS,
JOHN SLIDELL,
CHARLES G. HAINES,
RICHARD WHILEY,
ISAAC COLLINS,
DANIEL E. TYLEE,
THOMAS GIBBONS,
CURTIS BOLTON,
AUSTIN L. SANDS,
GULIAN C. VERPLANCK.

The Directors have appointed the following persons a *Visiting Committee of Ladies*, to visit the School and Asylum, and attend to the wants of the Pupils, viz.

MRS. ELLEN GALATIAN,
—— CHARLOTTE BOOKER,
—— DR. MITCHILL,
—— C. D. COLDEN,
MRS. THOMAS STORM,
—— WILLIAM WARNER,
—— GEORGE WARNER,
—— THOS. CARPENTER.

The School is continued in a part of the New-York Institution, where the Honourable the Corporation have provided rooms. The Directors have made the following arrangement for the future government and direction of the School:

DR. SAMUEL AKERLY, SUPERINTENDENT.
MR. HORACE LOOFBORROW, PRINCIPAL TEACHER.
MISS MARY STANSBURY, ASSISTANT DITTO.
MR. CLINTON MITCHILL, DITTO DITTO.

The male and female Pupils are separated, the male under the care and direction of the Principal Teacher, at No. 122 Lombardy-street, and the females under the care of the Superintendent, at No. 72 Chatham-street.

During the delay caused by the sickness of the engraver, the Committee of Instruction have prepared the several articles forming the Appendix, which it is hoped will be interesting to the reading community, particularly that part relating to the infancy of Massieu, by himself. Massieu was born Deaf, near Bourdeaux, in France, became a pupil of the Abbe Sicard, and is now his Assistant, in Paris.

Laurent Clerc, another pupil of the Abbe Sicard, returning from a late visit to France, landed in New-York, and was asked where Massieu was? to which he replied by signs, that Massieu was in Paris, with Sicard, and so strong was his attachment to his master, that he would live and die with him.

ELEMENTARY

EXERCISES

FOR THE

DEAF AND DUMB.

BY SAMUEL AKERLY,

PHYSICIAN TO THE N. YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

ARRANGED,

BY ORDER OF THE BOARD OF DIRECTORS,

UNDER THE INSPECTION OF THE

COMMITTEE OF INSTRUCTION.

ISAIAH, CH. 29, V. 18.

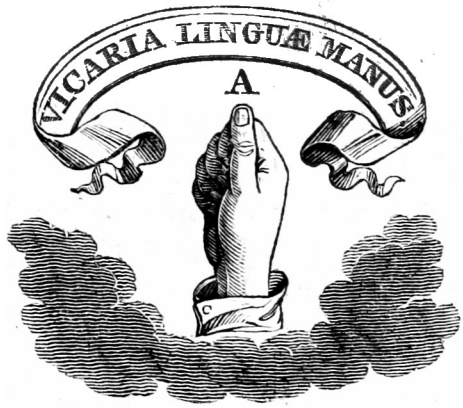
"*And in that day shall the Deaf hear the words of the Book.*"

NEW-YORK:

PRINTED BY E. CONRAD,

NO. 4, FRANKFORT-ST.

1821.



ASYLUM *for the* DEAF *and* DUMB,

NEW-YORK, 29th JUNE, 1819.

THE Secretary reported, that the Certificate of Membership had been printed under his direction, as designed by DR. MITCHILL, the President of the Institution.

The Secretary also reported, that the Seal, on the margin of the Certificate, had also been designed by the President, to whom that subject was referred at a former meeting—that it had been engraved on wood, by DR. ANDERSON; from which the impression on the Certificate of Membership was made—and that the design is as follows: viz.

A human hand rising from the clouds, in the position of the first letter of the Deaf and Dumb Alphabet, with the capital letter A, *above it. Over the whole, in a wreath, are the Latin words* "VICARIA LINGUÆ MANUS," *which mean, that with the Deaf and Dumb, the hand performs the functions of the tongue.*

REPORT

OF THE

COMMITTEE OF INSTRUCTION.

The Committee appointed to prepare a System of Elementary Education, on behalf of the NEW-YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, *beg leave to submit the following*

REPORT:

THE science of imparting instruction to the Deaf and Dumb, in schools and seminaries, according to the existing systems, is yet in its infancy, and must necessarily be open to great and radical improvements. Experience will suggest alterations, detect errors, and multiply inquiries and illustrations. The process of extending knowledge will become more brief, direct and efficient, as a more perfect acquaintance with the capacity of the Deaf and Dumb to receive it, is obtained, by practice and experiment.

The want of a system, gradually to induct Deaf and Dumb pupils into a knowledge of written language, has been deeply felt by the institution for which your committee act; and they were compelled, in the discharge of their duty, to inquire into the manner of in-

structing Deaf Mutes in other countries, in order to determine upon a plan that would be applicable to our own situation and circumstances. They find that there are two principal methods of instruction—the French and the English. The English system contemplates the teaching of pupils to speak, and is generally adopted in the different schools of Great Britain. The French system, by which this attempt is discarded, is almost universally approved of on the continent, and has received a preference in our own school.

No doubt can be entertained, but that the Deaf and Dumb may be taught to speak, after about five year's instruction; but when this faculty is obtained, it is imperfect and difficult of exercise. The voice is disagreeable, harsh and monotonous, and the articulations painful to the hearer. It has been observed in the schools of Europe, that when pupils are left to converse among themselves, that they never resort to oral communication; and when they leave the seminaries of instruction, they soon cease to exercise the organs of speech, and sink into their former mute condition. A deprivation of the sense of hearing, and the difficulty of recollecting what muscles are brought into action, to effect the pronunciation of certain words, constrain them to a resort to their natural gestures, or to an expression of their ideas, by writing. It appears to the committee, that the time consumed in teaching them elocution, could be more usefully devoted, in giving them a correct knowledge of written language.

Although it is not here intended to detract from the merits of Dr. WATSON's Book, it must, however, be considered as a partial and incomplete system. It contains only a short vocabulary of words, accompanied by a

promiscuous series of engravings, wholly destitute of explanation. Those who undertake to adopt it, in a course of instruction, will find themselves involved in difficulties and embarrassments. The introductory discourse must, however, be viewed as deeply subserving the interests which the author labored to promote, and is a valuable acquisition to the world.

The Abbe SICARD, who is the great benefactor of the Deaf and Dumb, on the continent of Europe, has improved upon his distinguished predecessor, the Abbe de L'EPEE. He has written copiously on the subject under consideration, in his work entitled, A COURSE OF INSTRUCTION FOR THE DEAF AND DUMB, and also in his subsequent work, THE THEORY OF SIGNS. It is much to be regretted, that we have no translations of these two celebrated productions. Could the knowledge which they impart, be extensively known in the United States, the necessity of sending to Europe for instructors to superintend the education of the Deaf and Dumb, would be obviated, and a clear and comprehensive method secured.

Mr. GALLAUDET, the Principal of the Hartford Institution, in the State of Connecticut, has published a small work for the use of the pupils under his superintendence. This is the only book of its kind, known in this country, and is the only one in the English language, which approaches to any thing like system. It consists of four parts. The first division contains thirty-six sections, each of which is intended for a lesson. The words of these lessons are principally substantives, accompanied with a few verbs and adjectives. One section consists of prepositions, one of numbers, and another embraces the conjugation of the

verbs. The second division contains twenty-eight sections of short phrases, mostly agreeing with the lessons of the first division, on the subject to which they relate. The third part is a series of short sentences, succeeding each other, in promiscuous order, and is concluded by several dialogues, composed of brief questions and answers. And the last division is made up of short sentences, to illustrate and explain the degrees of comparison, and the possessive pronouns. The use of several small words is also exemplified.

This whole work contains about 3000 words and 2000 sentences. Its utility is greatly diminished by the want of a simple and comprehensive key, and for our own institution, it is no better than any other school book of words and sentences. It is destitute of plates, introductory remarks, and annotations.

The committee have now the pleasure of presenting to the board of directors, a system of instruction, which they ardently hope, will meet the great and salutary purpose for which the institution in the city of New-York was established. It will make an octavo of nearly 300 pages, embracing that systematic arrangement, those explanations and figures, which cannot but greatly facilitate and simplify the attainment of knowledge, and prove of vast advantage, both to the teacher and the pupils. The committee cannot but indulge in the hope, that it may prove an advantage to other schools of the Deaf and Dumb, as well as to common schools, in opening to the minds of children, a correct knowledge of our language.

The introductory remarks attached to the work herewith presented, explain the method of arrangement, and the manner in which teachers should pro-

ceed. These are so full, so clear, and so circumstantial, that it is unnecessary for us to say more, than that the system is an improvement upon all those which have preceded it, in the English language. It differs from that produced by Dr. Watson, in having a more extensive vocabulary of words, an equal number of figures marked and designated, and by entering immediately, simply, and progressively, into the construction of the language. We consider it as possessing superior advantages to the work published at Hartford, inasmuch as the latter contains fewer words and sentences, no figures or explanations, and does not go so extensively into the nature of things, and a knowledge of the English tongue. It adapts the French system to our dialect, is entire in itself, and cannot fail, in the estimation of your committee, of leading to an easy knowledge of written language.

To Dr. SAMUEL AKERLY, the institution and the public are greatly indebted. To his zeal, abilities and industry, we owe the system now recommended for adoption. He has digested and arranged the materials, and delineated more than 600 of the figures which accompany it. Amid other cares, and all the calls incident to professional pursuits, he has given way to the elevated feelings of humanity, and attended to the silent appeals of those unfortunate and helpless beings, whom God has precluded from expressing their wants, or describing their afflictions. Animated by a sense of duty, and the hope of serving the great interests of benevolence, he has patiently overcome obstacles, and devoted many months to labors and details, little compatible with intellectual pleasure, or the extension of personal fame. While we feel sensible that

his services have not been bestowed in vain, we also feel confident that his praises will be treasured up, in the grateful recollections of an intelligent and reflecting community.

The committee, in terminating one of the most difficult duties which has ever been assigned to any portion of the board, feel bound to express a hope, that the directors of the institution will not forget the interests entrusted to their zeal, fidelity and perseverance. It is vain that a new system of instruction is prepared and adopted, if the means of applying it shall be wanting. Much remains to be done. To place the institution on that solid basis of pecuniary independence, that will comport with its nature and success; to pour into it those steady streams of patronage, which flow from the liberality of an enlightened government; to render it the permanent and happy asylum of those unfortunate and neglected members of the human family, whose privations call for the guardian expressions of compassion and benevolence, should be the end of our common and ardent exertions. At a period when the diffusion of civilization and knowledge is illumining the darkest regions of the globe; when an unseen and omnipotent arm is stretched out for the redemption of tribes and empires from the shackles of ages; when the metropolis in which we live, and the state to which we belong, are so zealously devoted to a cause that embraces the improvement and happiness of mankind; deeply would it be deplored, if one of the noblest associations that has ever sprung from the efforts of an active and practical charity, should be suffered to waste away under the cold and depressing tendency of public neglect. Rather may it stand to commemorate

the spirit of the age, and embolden, exalt and invigorate, the views and efforts of posterity!

SAM'L L. MITCHILL,
JAMES MILNOR,
CHARLES G. HAINES,
ALEX. M'LEOD,
} *Committee.*

New-York, October, 1820.

INTRODUCTORY OBSERVATIONS

ADDRESSED TO THE

COMMITTEE OF INSTRUCTION.

The following plan of teaching Deaf Mutes is, with deference, submitted to the committee of instruction. It is an elementary work for the instruction of that unfortunate class of human beings, whose numbers are not small, and whose tongues are locked up in profound silence, and unable to relate the history of their own privations.

The New-York Institution for the Instruction of the Deaf and Dumb, has been more than two years in successful operation. The number of Deaf Mutes that have been received in the school, from different parts of the state and the adjoining states, together with information collected of many others, has excited the astonishment of all, as to the number actually living who require instruction, and who, without it, must re-

main passive beings, a burthen to their friends and to society, and who must continue forever in the obscurity of mental darkness, without the aids of reason or of revelation.

Before this institution went into operation, so ignorant were we of the extent of the calamity of deafness in our own country, that doubts existed as to the propriety of opening a school for the Deaf and Dumb, on the presumption that their number would not warrant the exertion or expense. After numerous meetings and discussions on the subject, these doubts were removed, by a report of the several committees appointed in 1816, in which the names of more than sixty were enumerated, then residing in the city of New-York. In some parts of the city the committees did not act, and the report was incomplete, but it was believed that there were at least seventy in the whole; being, according to the present population of New-York, about one in 1700.

These facts led to a plan for collecting the pupils, and organizing a school for the Deaf and Dumb, which was opened in May, 1818. The school has flourished, and the pupils have increased, and it has been a pleasing spectacle to the directors of this institution, as well as many others who have visited the school, to see their thirst for knowledge, and their aptitude in acquiring information. The method which has been pursued in teaching the Deaf and Dumb in this institution, is substantially that of the Abbe Sicard; but the manner has been very desultory. Hence the principal teacher recommended the digesting a plan which should be systematic and progressive, and adapt the French method to the English language. This subject having

been under the consideration of the directors, was referred to the committee of instruction, and the outline of a plan having been submitted to them by one of their members, the writer was requested to proceed, which has caused the ensuing plan to be now submitted for their inspection and approbation.

Since the opening of the school in New-York, sixty-nine pupils have been received, and from information obtained, there appears to be Deaf Mutes in the state, of a proper age for instruction, sufficient to supply a constant series of pupils for an institution of the kind. One other fact has been developed by inquiry, showing that there will always be pupils requiring instruction and the aid of benevolence. It is ascertained that a majority of the pupils who have been received in the New-York Institution for the Instruction of the Deaf and Dumb, became deaf from sickness, and were not born so. The subject acquires additional importance from this fact, inasmuch as all children are liable to become deaf from sickness, and dumbness follows. The most general idea that prevails on the subject is, that the Deaf and Dumb are few in number, and that their deafness arises from original mal-conformation. From the proportion of Deaf Mutes in the city, there are supposed to be more than 500 in the State of New-York, and at least 5000 in the United States. This offers an argument in favor of institutions for the Deaf and Dumb; and as all cannot be accommodated in one establishment, other schools must arise in other of our principal cities and states. If, therefore, they are to be taught, they should be instructed after a method that is regular, systematic and progressive. Such the following professes to be.

The best method of teaching the Deaf and Dumb is that of the French, as detailed in the works of the Abbe Sicard. These are his *Cours d'instruction d'un Sourd-Muet de naissance*, and his *Theorie des Signes*. In the work herewith presented to the committee, an attempt is made to adapt his system to the English language, with alterations and amendments, which we shall proceed to explain.

The great object of the work is to give to the Deaf and Dumb, a knowledge of spoken language, as it is written in English. The celebrated Abbe Sicard has done this in French, suitable to the idioms of that tongue, by converting the universal language of signs into the corresponding signs for words spoken. The principles are laid down in his writings, but the detail is left as a task for future teachers. The great outline by the French master is applicable, *mutatis mutandis*, to the instruction of the Deaf and Dumb in our vernacular tongue. In executing the charge assigned to the writer, the authors extant on the subject were necessarily consulted; and besides the Abbe Sicard's works, Dr. Watson's book, and that of the Hartford Institution in Connecticut, are the only practical ones that have fallen into his hands. Speculative works, and those in which the subject is abstractedly considered, have been of little or no service. The subject of education generally has occupied his attention, and he has been aided in the consideration of it, by the perusal of other school books not intended for the Deaf and Dumb. Among these, the school books of Mr. Albert Pickett, of New-York, are acknowledged with pleasure, and Dufief's Nature Displayed, as well as the Orbis Pictus of Comenius, for teaching Latin.

The subject matter of the work presented to the consideration of the committee, is divided into eighty-five exercises. These are not of any determinate length; some being shorter, and some longer, according to the particular point to be illustrated. It will, of course, be left to the teachers to divide them into sections or lessons, suitable to the capacity or progress of the pupil.

The Deaf and Dumb are to be taught by *natural signs*, converting them into *written signs*, which are the representatives of *spoken language*. This then is only translating one language into another. Whoever attends to their instruction will find that their language is well understood by one another, and that they have a capacity, and an aptitude to learn, surprising to all. When they shall have become acquainted with written language, the object of instruction is in a great measure obtained. They will then be more nearly on a par with their fellow creatures; and as they can communicate by writing, their signs and gestures will be laid aside, except with one another. This is to be explained on the same principle that two persons who can speak a foreign language, use it when in a foreign country, but when they meet or return home, they use their vernacular tongue. When Deaf Mutes become sufficiently acquainted with written language, as easily and readily to translate signs into words, there can be no limit to the extent of their acquirements, and parents may teach their children according to the abundance of their means.

In taking a view of the work which is to lead to a result so desirable, it may be examined with respect to

three points. 1. The teaching of letters. 2. The teaching of words; and 3. The teaching of sentences.

I. The Teaching of Letters. The first step in teaching the Deaf and Dumb is the same as that of other children, who are first taught their letters. The letters of the alphabet are represented by manual signs, which the pupil is practised in by means of engravings, with the letters over their respective signs. The capacity and memory of the Deaf and Dumb is generally so good, that they learn their letters with a great deal of facility. When they have arrived at or near to adult age, and their hands have been stiffened with work, there is sometimes an awkwardness in acquiring the proper position of the fingers, but no difficulty in recollecting them.

The signs that have been adopted in this school, are those of the single-handed alphabet of the Abbe de L'Epee and Sicard. Some of the pupils, of their own accord, have learned the double-handed alphabet of Dr. Watson, as used in England. This alphabet is inferior to that of the French, and is a strong evidence of national prejudice in adopting a bad plan, when a better was known and at hand. We cannot give a stronger objection to the English alphabet, than was made by Richard Sip, of New-Jersey, one of the pupils of this institution, on comparing it with the French, both of which he had learned. On opening Dr. Watson's book, he went on to show that he could not hold it, as he wanted the use of both hands in making the letters. If he laid it down the leaves would close, and he was therefore under the necessity of taking it in his mouth, which was ridiculous, and then he could hardly see. After this exhibition he put the book on the table,

and made the sign for *bad.* But the French alphabet, he next proceeded to show, was *best*, because he could hold the book with one hand, and make the letters with the other.

It requires patience and perseverance to teach the Deaf and Dumb; and as the preliminary steps are all important, it will not be amiss to detail them.

The pupil is taught by the teacher, to put his hand in the various positions which are to correspond with the letters, and he is exercised in a three-fold manner, after acquiring the free use of the figures. 1. By giving the signs, with the letters and figures before him. This step is no other than learning a child his letters in a book: 2. By giving the signs from memory, without the letters or figures before him; equivalent to learning other children their letters by sound, out of the book: and 3. By using the proper signs for the letters by themselves. Thus one sign is converted into another, and he is prepared to spell a word, whenever the letters meet his eye. This process of acquiring the alphabet, becomes in a short time so familiar, that the pupils can place the hand in all the positions of the letters, quicker than they can be spoken.

The letters by which the pupil is first taught are the printed letters. The next step is to convert printed characters into written ones, and to show their corresponding signs, which are the same for both. He is thus taught to know that there are different ways of making the same letter, for which he has one invariable sign, and he is progressively to learn the large and small letters, the Roman and Italic, as his recollection

is soon to be put to the test, in spelling words from the book which will be put into his hands.

Having learned to distinguish the different kinds of printed letters, as well as written characters, the succeeding step is that of making the latter upon the slate or black-board. He is thus gradually prepared to proceed to words which are required to be written on the slate. As the Deaf and Dumb learn by the eye, they have a wonderful aptitude and facility in learning to write. Where children are very young, there is a greater difficulty in fixing their attention; but Deaf Mutes, at an age between 12 and 16 years, which is the best period for their instruction, learn to imitate written characters with surprising quickness. There is no loss of pen, ink or paper, as the slate is employed till the pupils can readily make the letters; and from the small slate they are transferred to the black-board or telegraph, where the pupils must stand, by which means they learn the free use of the hand, and make handsome round letters. This kind of exercise is attended to while they are acquiring a knowledge of letters and words. Hence they learn to write a correct and plain hand, soon after their attention is fixed; and this is done by means of the slate, before they are required to write on paper.

II. The Teaching of Words. The first words necessary to be learned by the Deaf and Dumb, are those which can be represented by sensible objects, the figures of which accompany the words. Here the same method may be pursued as was adopted by the Abbe Sicard, with his prôtege Massieu. Take for instance, one of the words in the first lessons of figures.

Let the word be *Cat.* Sicard, before he became sufficiently acquainted with the method of imparting instruction to Deaf Mutes, adopted a plan upon which he afterwards improved, and finally reduced it to the following system.

I want to inform the pupil what object is represented by the letters *C A T.* He knows what positions of the hand will represent the letters individually, but is ignorant of their conjoint meaning. I therefore produce a *Cat*, and with a significant look of inquiry, desire to know what it is. The pupil makes a gesture, which is the *sign-name* of that object. The animal is removed, and its figure being sketched on the blackboard with chalk, the word *Cat* is written on the body of the figure. He is made to spell the word with the hand, and then the figure is rubbed out and the word left, and for that word the same sign is substituted, which was made for the cat when present, or for its figured representation. Thus a significant gesture or mute sign of the Deaf and Dumb, is converted into the letters or sound of the word *Cat.*

In the same way *a bug, a hat, a key,* or any other object, is made familiar to him; so that whenever he sees the word written, he will make the sign for it, or point to it if in view. The above method is not necessary with every word, or with every pupil. Some being more intelligent or older than others, catch the idea intended to be conveyed with great facility, and do not require the whole process. Besides this, the signs for most objects being determined upon, the teacher has only to write the word and show the figure. The pupil spells the name of the object, and the teacher gives the sign.

It is highly gratifying to see with what surprise some of these unfortunate beings express themselves, when they can write the name of an object that has been familiar to them. Their attention being fixed, they become anxious to learn, and are inquisitive to know the *written names* of things, which they treasure up in their memory by repeatedly spelling the words. A striking instance of this was exhibited in the school, in a young man who had been employed on a farm in the neighborhood of New-York. He was well acquainted with the raising of Indian corn, (zea maize) and depredations committed on it by the crows: but he was astonished that we could represent a bird (which he well knew) by the four letters *C R O W.* To show that he was not ignorant of the nature of the bird, he went on to explain by significant gestures, its habits and manner of destroying the young corn, and gave such a minute description of every thing relating to it, that showed him to be a great observer; and the gestures were so intelligent, and the facts so correct, that his story was highly diverting and very interesting.

In order to be progressive in teaching the pupils of our institution a knowledge of words, such as could be represented by sensible objects have been collected and arranged into several exercises.

The fourth exercise, which contains the first lesson of words, is composed of those of three letters, with their objects delineated. Words of four letters, of five, of six or more letters, and compound words follow in succeeding exercises. A uniform plan has been adopted in each of these exercises of words. The object is delineated with its name over or by the side of it. The pupil spells the word and the sign is given.

The first series of figures is a lesson to be studied till he acquires the names and the signs. The next exercise is a repetition of the same figures without their names. These objects he is required to recollect, by giving the proper sign, by spelling the word, and by writing it on the slate, (if he has yet learned to write.) The exercise which follows is a repetition of the same words in columns, apart from the figures. These are designed for the third method of exercising the pupil as to the object now converted into a word. With the book before him, or the words written on a slate, he is required to spell the word, and again recollect the sign. Or the pupils taken together in a class, will be exercised by the teacher alternately, by giving to them the sign, upon which one of them will spell the word or write it on the slate. A perfect knowledge of the import of a word is thus conveyed to the Deaf and Dumb, by means of figures. Where objects are delineated that seldom meet the observation of a Deaf Mute, it may be found necessary to show the original, as in the instance of the *Cat.*

If the pupil has made some progress, the preceding details may be unnecessary; as on seeing the object, he will require only to have the name written. To save the trouble of repeated delineation of figures, and the addition of others to those already figured, it would be proper to attach a cabinet to the school, where should be collected and preserved as specimens for use on proper occasions, such imperishable articles which might serve as the basis for other lessons to the pupils, and lectures from the teacher. Here might be preserved fruits, nuts, seeds, the denominations of money, weights, measures, &c. The pupils should also have

access to other cabinets. The Lyceum of Natural History of New-York, and Mr. Scudder's American Museum, would afford great scope for inculcating a knowledge of the visible world. The Abbe Sicard took his pupils to visit all places of manufacture and the arts in Paris, to enlarge the sphere of their ideas. This might be done in New-York, with the same manifest advantage.

Thus far, however, no words are explained but those which can be represented by sensible objects. Among these may be arranged the parts of the human body, which occupy the 15th and 18th Exercises. The delineation of these are unnecessary, as the parts can be pointed out, and all the pupil requires to know is, that the word *hand* means that part of the body which is shown to him. Here we have an opportunity of increasing the stock of words without additional figures, and likewise of analysing and combining parts into a whole.

Among the figures will be found a *sword.* On a holyday one of my children was presented with a wooden toy-sword. He very soon broke it, and came to me to mend it. The occasion was taken to teach him the different parts of it, and enlarge his stock of words, in the same way as that and every sensible object might be analysed for the Deaf and Dumb.

The sword being entire, the name was required, which was spoken. The belt was removed, and he still called it a sword. The part separated, he was informed, was a *belt*, or a *sword-belt.* I drew it from its sheath, and he yet called it a sword. But if that is the sword, what is this? He replied, it is a *case.* True, it is a case, or a *sword-case;* but the case of a sword has a particular name and is called a *scabbard.*

Now we have a sword without a belt or scabbard. The handle was then broken off. What is it now? A sword he replied. No: it is a *broken sword.* Let us look at its parts. This is the *handle* of the sword, which has a *guard* and *hilt.* The remaining part is the *blade,* or *sword-blade,* which has an *edge,* a *back, sides,* and a *point.* Here, by the analysis of a sword, we add fourteen or fifteen words to his stock of ideas. The same may be done with other objects.

Thus too we may analyse parts of the human body, or combine them into a whole. The hand is composed of a *thumb, fingers, nails,* the *palm* and the *back* of the hand. The fingers have *sides, joints, ends, knuckles.* The whole of these parts make up the hand. So the head has its parts, and each part has its sub-divisions or other parts. This is the method of Sicard.

Another class of words to be taught the Deaf and Dumb, are those substantives which most frequently occur to the observation of all persons, some of which may, but most of which cannot be well represented by images. These words are introduced in different exercises, under the heads of man and his correlatives; articles of clothing; food, and its kinds; household and table furniture; a house, its parts and materials; school and its appendages; meals, and their parts; year, and the seasons; water and its conditions; wind and weather; states of being; church, and its parts; materials of dress; employments and trades; tools and instruments, and a city and its parts. These exercises are not in regular succession, but disposed with intervening exercises, that the pupil may not be fatigued with the acquisition of names only. These names are arranged in marginal columns, after the manner of Dufief, with

short and familiar sentences opposite to them, in which the marginal word is introduced to explain its use in composition, and teach them the structure of the language. These words were at first arranged in lessons by themselves, and at every interval of three or four lessons, a similar series of sentences, with the words introduced. I was induced to alter this plan, and immediately enter into the structure of phrases as soon as the pupil's acquisition of words would allow. Dufief, in his "*Nature Displayed in teaching Language to Man,*" has well explained the natural method by which we all acquire our vernacular tongue, which is applicable to the acquisition of all spoken languages, as well as to a language for the Deaf and Dumb. I was further confirmed in the propriety of this measure, by the observation of one of our teachers. He had given lessons on parts of the body, in columns of words written on the slate, and continued to exercise the pupils on these words, by spelling and by signs, extending the practice to other words taken from the examples in Dr. Watson's vocabulary. A sprightly little girl of eight or nine years old, would copy the lessons on her slate, and readily learn them; but when called up to the black-board to be exercised, she expressed her disapprobation at learning words in columns, and signified her wish to have words written across the slate, expressive of something more than a single word.

The plan herein adopted enters immediately into the construction of language, which we speak, and which we render visible by writing. The Deaf and Dumb have also a visible language, which is to be translated word for word into our own. The untaught Deaf Mute, as relates to our language, is in the con-

dition of a child who is learning to speak. The first words caught by the ear are mamma, papa, and other easy and labial sounds. As the stock of words increase, the child puts them together to express its wants. These words are at first all nouns, as mamma, cake; mamma, tea; mamma, bread, butter; instead of mamma, *I want* cake; mamma, *I want* tea, or mamma, *give me some* bread *and* butter. The child is afterwards taught by its mother to introduce the elliptical words, and thus by practice teaches it language. By proceeding in the same way, we may teach the Deaf and Dumb a correct and grammatical construction of language, by a progressive series of lessons.

After the noun, the adjective occupies our attention. It is not necessary to delay its employment till our pupils acquire a large stock of words. They soon learn the distinction between a boy and a girl, and as readily the qualities of good and bad, and hence they easily understand the meaning of a *good girl,* or a *bad boy.* If the deaf pupil is of a proper age, he soon acquires his letters and the names of a number of objects, and thus he finds that his signs for these objects are convertible into written characters or signs, or are translated into another kind of visible language. Hence he has no difficulty in acquiring a knowledge of adjectives. They appear to him as other names or nouns. A *little boy,* or a *little girl,* a *large house,* or a *large slate,* are easily explained to him, and being visible objects, are new names to be added to his vocabulary of knowledge.

The 8th Exercise in our series of lessons, contains examples of adjectives united with the preceding list of nouns, in the 7th Exercise. To these words are

prefixed the articles *a* and *the;* as, *a long pen, the long pen,* &c. The 4th, 5th and 6th Exercises contain the word *pen,* and in the 7th the articles are added, as *a pen,* and *the pen,* in order to explain the use and application of these particles. The pupil may be desired in his own language, to bring *a pen* from a number placed on the table for the purpose, which he will readily perform. So he may be directed to bring *the long pen,* by which he learns that *the* helps to define the object, while *a* does not. It will be as easy likewise to inform him that *an* is used instead of *a* before words beginning with the letters we call vowels.

The adjective, as a word qualifying the substantive, is more difficult to explain to the Deaf and Dumb. It requires a degree of abstraction to which they are not competent in the beginning of their instruction; and although they understand the words a *bad boy,* a *little girl,* &c. these words and all other adjectives under similar arrangement, are no other than compound words, or names for objects, and are in fact substantives, as much as *riding-chair, new-moon, looking-glass, broad-axe, bee-hive,* &c. But when we alter the construction of the phrase, and by adding a verb, separate the quality from the object, there is a material difference in the idea conveyed, and to those already acquainted with language, the abstraction is evident; and this is to be made intelligent to the Deaf and Dumb. If instead of writing *a small fly, a large house,* we write *the fly is small,* and *the house is large,* the natural signs by which these ideas are conveyed to them, are easily understood; but the abstraction and the reason of it is more difficult.

The Abbe Sicard, however, has endeavored to explain the nature of the adjective to the Deaf and

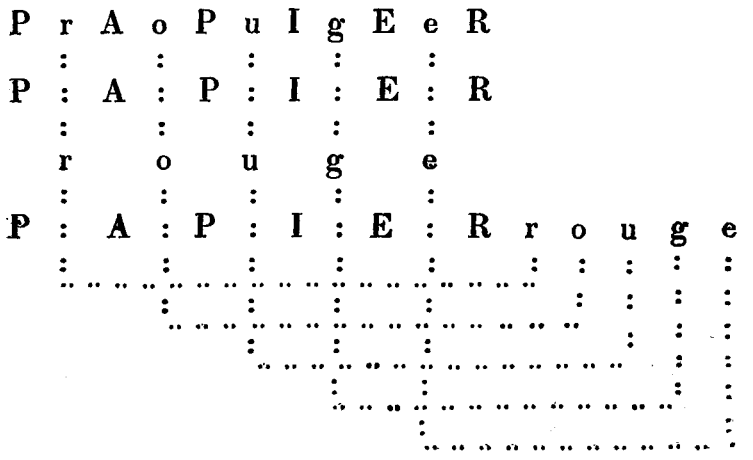
Dumb, by a method of abstracting the inherent quality of the object, as in the example of *Papier rouge*, or red paper. *Red* being the quality of the paper, is inherent in the substance of the object, and is therefore a part of the same. Hence he first wrote the object PAPER in large letters, with a space between them, in which spaces he wrote the qualifying adjective, thus:

P r A o P u I g E e R.

The object and its quality being here united, require to be separated, and this is performed by withdrawing the intermediate letters, thus:

P . A . P . I . E . R
. . . . .
. . . . .
. . . . .
r o u g e

The name of the quality is now abstracted, but not in the position which the construction of the language requires; therefore the following diagram reduces it to its proper place.



The words are now to be divested of their connecting lines, and written as follows:

P .. A .. P .. I .. E .. R .... R .. O .. U .. G .. E.

Here the quality and object are completely separated, but the spaces which they occupied when united, are distinguished by the dots. The phrase by ellipsis is now completed as follows.

PAPIER ..... ROUGE.

In the same manner the abstraction of the quality of any other objects is effected; as *black hat, white hands, round ball, green tree,* &c. This process may be repeated, till by practice, the pupil becomes acquainted with the nature of the adjective, and learns that it is not a part of the substantive, but a quality, and may be withdrawn, while the object still continues, without loss of substance. The same process is applicable to our language only by turning the lines of abstraction to the left, and placing the adjective before the noun, as in RED.....PAPER.

III. Teaching of Sentences. Verbs compose the next class of words to be taught and explained to the Deaf and Dumb, after nouns and adjectives, and this carries us into the structure of sentences. We cannot make an affirmation without a verb, which is the sign of an action performed. With a noun, an adjective and a verb (which are essential to language) the Deaf and Dumb express all their ideas. The particles or connecting words are not used by them until they are taught. Thus, suppose one of our Deaf Mutes wanted

to communicate to me, that *Aaron Day is going in the country, and will return in four weeks;* he would express it after the following manner. *Aaron Day (by his sign name) country go, four weeks return.* Or, *Geo. D. Holkins is gone to Albany, and will not return;* thus, *G. D. Holkins, Albany go, return not.* This manner of expression is natural to children in learning their mother tongue, and is used till they are corrected by practice, and taught the construction of artificial language. I remember the first sentence made by a nephew of Dr. Mitchill, on observing a flock of geese descend a steep hill in the country, which the child observed from the door of his father's house. He cried out in his uncorrected dialect, with the earnestness of a discoverer, *mother, mother, goosey, down hill, come.* This natural mode of expression is retained in the Latin language, where the object is first named, the verb expressive of the action next, and the person or object to which the action relates, last; as *Pomum da mihi,* fruit give me, instead of *give me fruit.* So our children say, *mamma, cake give baby.* In teaching the Deaf and Dumb, we take advantage of this natural and untaught method of expression, to convey to them the proper style of writing their ideas. If it is discovered that a pupil does not readily comprehend an expression, the teacher endeavors to write it as the Deaf Mute would express it, and then by different modes of expressing the same ideas, at last arrive at that which is the most correct. In the course of our exercises, there are many examples of sentences expressing the same idea by different words. In explaining these, one may be more readily comprehended than the other; and when one is understood, it is easy

to convey the information, that the other means the same thing, and thus the knowledge of the language is extended.

In order to be progressive in the construction of sentences, the auxiliary verbs *to be*, and *to have*, are the first that are employed. The ninth in our series of exercises has all the words of the sixth introduced, and the quality of the object affirmed by the verb to be; as, the *ox is big*, the *fly is small*, &c. The next lesson on verbs is contained in the 17th Exercise, in which those are introduced which are expressive of some of the first necessary actions of life; as *to eat, to drink, to sleep*, &c. These words are arranged in the margin, opposite to which are found the sentences,

I eat, thou eatest, he eats. We *eat* dinner.
I drink, thou drinkest, he drinks. They *drink* water.

This arrangement is not introduced for the purpose of entering into the science of grammar, but to allow the teacher to go through the different parts of the verb, and explain the extent and variety of expression, which a few words may give; as *I drink tea, I drink tea in the morning, I drink tea morning and evening, I drink tea twice a day, I drink tea with milk*, &c. A similar arrangement is followed in the 23d and 26th Exercises, in which the teacher will be required to vary the expression in going through with the different parts of the verb. I conceive that thus it is possible to teach the Deaf and Dumb, as well as other children, the proper construction of the language by example, followed by practice, without the aid of grammar. So we learn our own, and so we learn a foreign language.

A person who learns a language by grammatical rule, finds the few examples given in illustration, of little use, unless by frequency of repetition, he becomes familiar with the rule. The same may be done with the Deaf and Dumb, who require a repetition of examples written in correct language, the grammar of which may be afterwards taught them, if circumstances should warrant, or friends desire it. Marginal columns of verbs, with examples by short sentences in different tenses, occupy the 44th, 57th, 64th and 65th Exercises. These do not contain examples in all the tenses. The 44th is an exercise on the natural divisions of time, into present, past and future; the 57th a promiscuous one on different parts of the verb, and the 65th is an exercise on the infinitive mood. In the 64th are collected all the verbs that have been used in preceding exercises, and conjugated by the present tense, the imperfect tense, and the perfect or past participle. These verbs are arranged under the several heads of regular and irregular verbs, verbs of no variation, and impersonal verbs. The teacher is to furnish the examples of construction. Other exercises, as the 33d, 34th, 48th, 49th, 50th, 51st, 52d and 55th, contain promiscuous sentences, without reference to marginal words. These are introduced to prevent too great a uniformity from fatiguing the attention of the pupil.

Some of our exercises are designed to make the pupil acquainted with the use of other parts of speech in the construction of the English language. The 45th contains a list of the principal prepositions, with an explanatory sentence of the word italicised, the better to distinguish the manner of using it. This, like

the other lessons, will serve as a model to the teacher to construct other sentences, and place the required words in all the variety of positions that the language will admit. This exercise on the prepositions is preceded by a picture containing a group of figures, by means of which, many of this class of words are explained, and their meaning and application rendered familiar and visible. This design of our late superintendent, as far as it goes to explain the prepositions, is better than the diagram of Horne Tooke, for the same purpose.

The use of adverbs and conjunctions, in the composition of written language, is explained in the 46th and 47th Exercises.

Examples of the use of the pronouns are introduced in the 16th Exercise, soon after the use of the auxiliary verbs. They are arranged under the several heads of, 1. Personal Pronouns. 2. Personal Pronouns declined. 3. Possessive. 4. Distributive. 5. Demonstrative; and 6. Indefinite. These become necessary, particularly the personal pronouns, immediately after the formation of a sentence containing a proposition, or affirmation of a fact.

We are naturally led to the use of the personal pronouns, when teaching the first elements of a proposition after the manner of Sicard. The example of *papier rouge*, or *red paper*, together with the diagrams in the preceding pages, carry us forward to the object. The words thus written constitute the name of one thing; but with the help of an auxiliary verb, we are to make a proposition, or to affirm the quality of the substantive, by the verb *to be*. According to the pre-

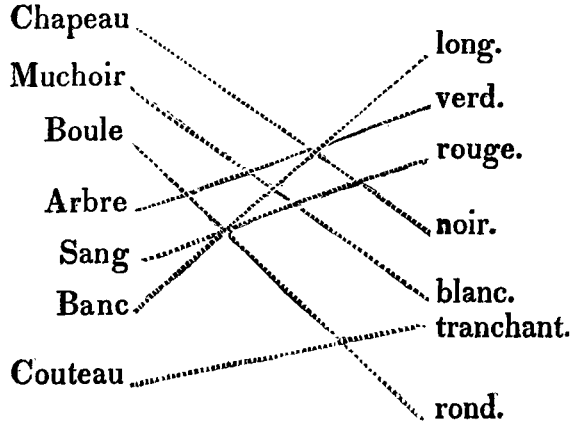
ceding example, the words were reduced from their united condition to a separate state, thus:

PAPIER . . . . . ROUGE.

The dotted line was left to indicate that it occupied the place of some other word, which being introduced, completed the proposition.

Papier est rouge.
Paper is red.

Thus the good Abbe went on exercising Massieu with other words, till he became so well acquainted with the qualities of some objects, that he could detect them when not placed in their proper positions. Thus he transposed the words, and left it to his favorite pupil to unite them.



On these lines he wrote the word *est*, (is,) and then reduced them to the simple propositions which follow.

Chapeau est noir.	Hat is black.
Mouchoir est blanc.	Handkerchief is white.
Boule est rond.	Ball is round.
Arbre est verd.	Tree is green.
Sang est rouge.	Blood is red.
Banc est long.	Bench is long.
Couteau est tranchant.	Knife is sharp.

Our teachers have been successful in pursuing this method, and applying it to extended sentences.

A proposition being completed and understood, the pronoun arose to save repetition and shorten labor, thus:

Albert is a Deaf Mute.
Albert is good: or,
Albert is a Deaf Mute.
He is good.

And so of the other personal pronouns.

Sicard has gone into laborious explanations, to show that his pupil Massieu understood the abstract consideration of the subject as he proceeded, and as he has explained it in his *Cours d'instruction d'un Sourd-Muet de naissance.* But it is thought that his reasoning, his deductions, and his luminous explanations of an obscure art, are rather the cogitations of his own mind, than the evidence of Massieu's understanding it. Our exercises are founded on the belief, that it is not necessary to inform the Deaf and Dumb of the abstract considerations which induced the teacher to adopt a particular plan of instruction, but only to convey to him the method of converting his language of signs into writing. The pupil understands one language, the instruc-

No.
GALLAUDET COLLEGE

tor two. The pupil can therefore converse with his instructor, and the latter, by progressive steps, can convert the dumb signs of his pupil into the written ones which he does not know. The issue of this plan is not problematical. Our pupils have given evidence that it will succeed. The Deaf Mute learns the letters by his manual signs, to unite letters into words, and words into sentences.

The exercises on the different parts of speech have already been referred to. There are some other points to be noticed in the work before us. The 35th Exercise on numbers, is preparatory to arithmetic, but not for the purpose of so soon entering into that subject, as it must be the task of more advanced scholars.*

The 56th is a short exercise on colors, which it is proposed to have painted on the walls of the schoolroom, that the pupils may become familiar, by their presence, with those marks which are so frequently the quality of objects, and of which children often have vague and indefinite ideas.

The Deaf and Dumb learn readily by contrast or opposition, and it sometimes happens, that in explaining a word, its negation imparts its positive meaning. Hence in several of the exercises, words are occasionally so set in opposition, and used in the construction of sentences expressing opposite ideas, or positive and negative declarations. The 66th, however, is a collection of words in opposition or contrast, arranged

* Since this report was completed, the late superintendent (Mr. A. O. Stansbury) has invented a system of signs for numbers, which is preferable to any heretofore in use for the Deaf and Dumb. It has been adopted, and is in daily use in the New-York Institution. This system is explained in a letter to the president, and is published in the appendix to this work.

under the following heads. 1. Nouns. 2. Adjectives. 3. Verbs: and 4. Opposition by prefixes. The words only are introduced, the sentences being left for the teacher to supply, as in the following examples.

1. NOUNS.

Life.	*Life* is uncertain.
Death.	*Death* is certain.

2. ADJECTIVES.

Hot.	Fire is *hot.*
Cold.	Ice is *cold.*

3. VERBS.

To live.	He *lived* in Albany.
To die.	He *died* in New-York.
To be alive.	I *am alive.*
To be dead.	He *is dead.*

4. PREFIXES.

To fold.	She *folded* the letter.
To unfold.	He *unfolded* the letter.
To be folded.	This letter is *folded.*
To be unfolded.	That letter *is unfolded.*

The derivation of words occupies the 67th Exercise. Nouns derived from verbs are the only examples given, but after the same manner nouns derived from adjectives, and adjectives from nouns, &c. may be introduced for the purpose of explaining the derivatives by means of the radical sign. From the verb *to except* comes the prepositions *except* and *excepting*, the noun *exception*, and the adjective *exceptionable.* The radical sign,

and the sign for a preposition, a noun, or an adjective, will form a sign for each of these words, so that there may be as great precision in expressing words by mute signs, as there is in using them viva voce. From the noun *excess* comes the adjective *excessive*, and the adverb *excessively*, and these may each be expressed by its appropriate sign. The words of this exercise will afford ample scope for the formation of sentences from the radical word and its derivatives; and if in progressing thus far the pupil has been attentive, he or she, or a whole class with their slates before them, may be called upon to exercise their own ingenuity in constructing sentences to introduce the radical word or its derivative. This is an important exercise for the Deaf and Dumb, and if entered into in detail, will occupy much time and give them great insight into the structure and employment of language.

Although adjectives are early introduced to the knowledge of the Deaf and Dumb, the degrees of comparison have been delayed to the 68th Exercise, in which most of the adjectives previously introduced are collected and compared. As in other lessons, the words are in marginal columns, and the exercises in opposite sentences.

The formation of the plural is the subject of the 69th Exercise. Words have been used in the plural in other exercises, but in this the nouns are collected and arranged under different heads, according to the manner in which the plural is formed, and exercises are carried out opposite each word. The plural is formed, 1st. By adding *s* to the singular. 2d. By adding *es* to the singular. 3d. By changing *f* or *fe* into *ves*. 4th. By changing *y* and *ey* into *ies*. 5th. The singular and plu-

ral are alike. 6th. Nouns in the singular only. 7th. Nouns in the plural only; and 8th. The plural irregular. This lesson requires attention, and numerous additional examples of the words in construction, which may be formed by the pupil. The sign for the *singular* number is the thumb of the left hand elevated; and for the *plural*, the thumb and fingers elevated and separated, indicative of many.

The masculine and feminine genders are formed, 1st. By different terminations. 2d. By different words; and 3d. By the addition of a word. Under these several heads are arranged words and examples which make up the 70th Exercise. The sign for weakness indicates the feminine gender, and when that is not used, the gender is masculine. The neuter gender will be neither the feminine nor its opposite.

With the 71st Exercise the lessons by short sentences are terminated. It contains examples of the use of *this* and *that, these* and *those, each* and *every, either, or, neither, nor, one* and *other,* as they are used either singly or in opposition. Under each word is contained a number of examples of the manner of employing them in composition. If the pupil has paid attention to his instructor, he will be enabled by the time he arrives at this exercise, to understand a continued written discourse on a given subject. Hence, in the 72d Exercise, the subject of domestic animals affords a number of lessons for this purpose.

The domestic animals delineated are divided into quadrupeds and birds. Their employment and use is the subject of the exercise, and the male, female and young of each is figured at the head of the lesson. There are delineations of a *horse, mare and colt,* a

bull, cow and calf, a *boar, sow and pigs,* a *ram, ewe and lamb,* a *he-goat, she-goat and kid,* a *dog, bitch and pups,* a *he-cat, she-cat and kittens,* among domestic quadrupeds;—and the following among the birds: a *cock, hen and chickens,* a *gander, goose and goslings,* a *drake, duck and ducklings,* a *cock-turkey, hen-turkey and young turkies.* Each of these groups of animals supplies a lesson containing a short account of them; and each gives rise to the employment of some new word, which is marked, that a knowledge of its import and use may be conveyed, while the subject matter which led to it will afford a more correct conception of its meaning.

The Exercises from the 78th to the 84th, contain an account of the animal creation divided into their several classes, and a number of the animals in each class are figured with a dialogue between the teacher and scholar, on the nature of these different classes. The animals figured are quadrupeds, birds, amphibious animals, fishes and insects. Each animal delineated will supply a subject for a lesson; and the teacher, in giving his pupil a knowledge of the material world, will be at the same time instructing him in language. An historical account of these beings would swell our pages to an immoderate number; wherefore much of the detail in these and other lessons is left to the discretion of the instructor. The succeeding exercises give a general outline of the vegetable creation, the omissions of which are also to be supplied.

The work before the committee, concludes with the 85th Exercise; but there are three important points in the instruction of the Deaf and Dumb, as yet omitted.

These are Interrogation, Abbreviation and Ellipsis, the subjects of the 73d, 74th and 75th Exercises.

Interrogation, or the manner of asking questions, is all-important to the Deaf Mute; for as soon as he is known to have made any progress in acquiring language, he is assailed by questions couched in such terms that he cannot understand them. This is the method in which his friends, and even strangers, approach him to examine into the extent of his acquirements, and to hold converse with him. It is therefore necessary to make him acquainted with the method of asking questions; and for this purpose the 73d Exercise is arranged, containing examples under the words most commonly employed in commencing a question. These are *who, whose, whom, which, what, when, where, whence, whither, how, can, will, shall, may, must, is, are, why, wherefore, do, did, have, had.* Under each of these is a series of questions and answers in illustration, and they are followed by a column of promiscuous questions which the pupils are to answer. They should also be required to answer other questions, when sufficiently acquainted with the method. The exercises succeeding the 76th, are dialogues further to illustrate the manner of asking questions and supplying the answers.

In teaching the Deaf and Dumb to understand written language, the nature of abbreviation and the contraction of words should not be omitted. The 74th Exercise accordingly explains the meaning of the contracted words *Mr. Mrs. Messrs. Dr. Cr. Rev.* &c. by examples. Besides these, the contraction of words used in poetry, as *tho' e'en, o'er,* &c. as well as where

two or more words are contracted into one, as *I'd* for I had, *'tis* for it is. These poetical abbreviations are left for the teacher to supply the examples.

The pronouns were invented to prevent repetition and facilitate discourse. So are we in the habit in ordinary conversation, as well as in writing, of shortening our discourse by ellipsis; and the proper understanding of this subject renders such language or writing correct. In the 75th Exercise are examples of ellipsis of the article, the noun, the pronoun, the adjective, the verb, the adverb, the conjunction and the preposition; also the ellipsis of part of a sentence, the ellipsis in asking questions, and in answering them. Under each of these heads are numerous examples, which may be increased till the pupil becomes perfectly familiar with them.

In addition to the figures delineated, the plan recommended to the directors of the institution, in a report made in November, 1819, should not fail to be adopted, of suspending from the walls, paintings, prints and other sketches of natural and artificial objects, events and occurrences, as would give life and energy to the inquisitive pupil, and afford additional opportunities of instructing, while at the same time a lesson from the teacher on such a subject, would appear like an amusement rather than a task.

Something must necessarily be said on the division of the matter of the work under the consideration of the committee, for the use of the pupils, as well as on the division of time that they are to apply themselves to its different parts.

DIVISION OF THE MATTER.

If the directors should determine to publish the work submitted to the committee of instruction, it would not be proper to put it into the hands of the pupil, 'till he or she became somewhat advanced in study; but nevertheless, the youngest pupil must have the benefit of it. For this purpose let the matter of the first five exercises of words with figures, together with the intervening exercises, be divided into a series of lessons to to be printed on cards, as follows:

FIRST SERIES OF LESSONS.

The first series will consist of the letters of the alphabet, making ten lessons for the noviciate, who will be enabled to mark his own progress by his fingers, and at the same time learn to count ten.

SECOND SERIES OF LESSONS.

The second series will contain the names and representations of the objects delineated in the five first exercises of figures. These figures may be divided into twenty-seven lessons, each containing eight or ten words, and marked with a letter of the alphabet.

THIRD SERIES OF LESSONS.

The third series will be a repetition of the figures of the preceding, but the names of the objects are to be omitted, and the lessons marked by double letters,

as Aa, Bb, &c. This method will serve to divide pupils into classes, or to denote their progress, or to give information of the lessons they are learning. The lesson in the second series would be marked by the pupil making the sign for the letter designating that lesson; and in the third series, the double letter would denote the advance of the scholar.

FOURTH SERIES OF LESSONS.

The exercises of words and sentences in the beginning of the book, may be divided into a fourth series of lessons, marked with a letter and a figure, from one to 27, being as many as the letters of the alphabet in the 2d and 3d series. These lessons are longer than those in the preceding series, and are progressively increased as the understanding improves, and memory strengthens.

For the next step, it might be proper to bind the first 43 exercises into one small volume, for the second class of pupils, who should revise the whole, and have additions, alterations, and more extended examples of the use of the words in composition. The whole work, when printed and bound, should only be put into the hands of the oldest and most advanced scholars. Thus by a judicious division of the materials, the parts will serve to mark the progress of the pupils, and to distinguish them into classes.

DIVISION OF TIME.

It is impossible to determine the exact time it will take to progress gradually through the work, after the

manner heretofore detailed, as that will depend upon the age and capacity of the pupil. Some will, of course, be longer, and some a shorter time; but two or three years, provided the pupil is not too young, may be calculated as a reasonable period to induct the Deaf and Dumb into a general knowledge of written language, which will be extended by other books and other subjects. In the meanwhile the pupil has intervals of relaxation, in which he learns to write; and if his progress is equal to the ordinary advance of Deaf Mutes, he may commence the first elements of arithmetic. This may answer for a third or fourth year's course of study, embracing addition, subtraction, multiplication and division, together with proportion, practice, and some fractions. These will include a knowledge of weights and measures, denominations of money, &c. to which may be added, a plain system of book-keeping.

A concise system of geography may be selected for their use, and their studies may close with religious and moral instruction. Moral duty and obligation, according to Payley, would be a work well calculated to aid in making them useful members of society. If more than three years can be well spared to instruct these unfortunate beings, they will be the better enabled to provide for themselves in their future intercourse with mankind.

It is not intended to give a highly finished education to the Deaf and Dumb; but by enabling them to communicate with their fellow beings in writing, which may be done in a period of from three to five years, we raise them from a dormant and forlorn condition, to that of rational beings. With this advantage, they will be enabled to learn any art or trade, and thus

become active and useful members of society. It is true, that some of them are taught the useful arts without the knowledge of writing, and hence some persons have persuaded themselves that the Deaf and Dumb were not in need of instruction. If this were correct, it would be applicable to other persons, and our children might go uneducated; because, like the Deaf and Dumb, they could do without it. But the idea is too preposterous to require refutation.

We have not sufficient experience in the United States, to go into a more minute detail of the time and manner of teaching Deaf Mutes, or of the books best calculated for their use. The preceding remarks are the result of observations made since the school under our direction has been in operation. Perhaps in a few years, the combined observations of the schools at Hartford, New-York and Philadelphia, may give rise to a plan of studies for the Deaf and Dumb in the English language, better adapted than any heretofore in use. If the preceding should aid in leading to that desirable result, the credit will redound to this institution for its exertions in behalf of those interesting beings, and heretofore neglected portion of our fellow creatures.

Respectfully submitted by

SAMUEL AKERLY.

New-York, 23d Sept. 1820.

To Dr. SAMUEL L. MITCHILL,
Rev. JAMES MILNOR,
CHARLES G. HAINES,
Rev. ALEX. M'LEOD,
} *Committee of Instruction.*

ELEMENTARY

EXERCISES.

1st EXERCISE.

The first Exercise in instructing the Deaf and Dumb, is to teach them the Alphabet, which is done by substituting the Manual Signs for the Letters; which are as follows :

ALPHABET FOR THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l

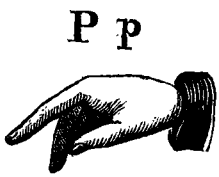


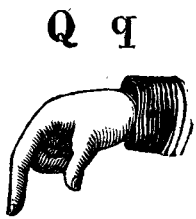
(1*st* EXERCISE CONTINUED.)

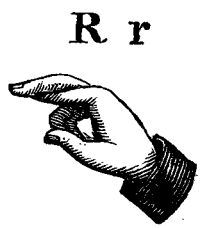












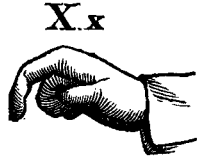


















2d EXERCISE.

After acquiring the free use of the fingers, so as readily to place them in the proper positions to represent the letters with the Alphabet before them, the pupils should commit the same to memory, and be exercised in the manual signs, with and without the alphabet.

The Alphabet without the Manual Signs.

A a	H h	O o	V v
B b	I i	P p	W w
C c	J j	Q q	X x
D d	K k	R r	Y y
E e	L l	S s	Z z
F f	M m	T t	&
G g	N n	U u	

NOTE. The next Exercise will be to make them acquainted with the different alphabets, for the letters of which they are to make the same signs.

3d EXERCISE.

CAPITAL LETTERS.

ROMAN CAPITALS.

A B C D E F G H
I J K L M N O P
Q R S T U V W X
Y Z &

ITALIC CAPITALS.

A B C D E F G H
I J K L M N O P
Q R S T U V W X
Y Z &

WRITING CAPITALS.

A B C D E F G H I J K
L M N O P Q R S T U V
W X Y Z &

SMALL LETTERS.

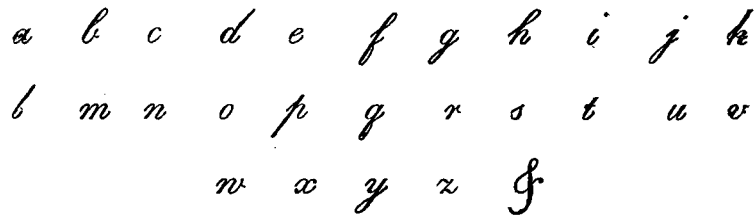
ROMAN LETTERS.

a b c d e f g h i j k
l m n o p q r s t u v
w x y z &

ITALIC LETTERS.

a b c d e f g h i j k
l m n o p q r s t u v
w x y z &

WRITING LETTERS.

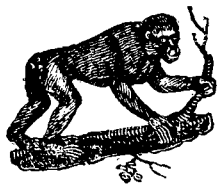


NOTE. After the pupils have acquired a thorough knowledge of the letters, by the various alphabets, they are to be taught to make the written letters on a slate, or a black board, with the pencil or crayon. From letters they proceed to words, the signification of which is conveyed to them by figures; and they are exercised in a knowledge of the same, by spelling and by natural signs, or significant gestures.

4th EXERCISE.

Monosyllables of three Letters, represented by sensible Objects.

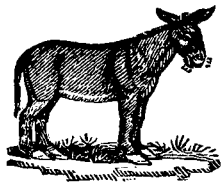
Awl 

 Ape

Axe 

 Adz

Ant 

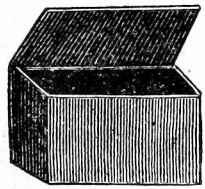
 Ass



Bee

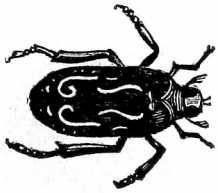
(*4th* EXERCISE.)

Bow 

 Box

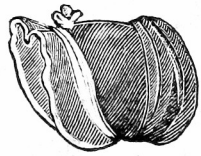
Bat 

 Bud

Bug 

 Cow

Cat 

 Cap

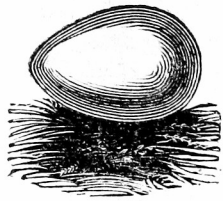


Cup

(*4th* EXERCISE.)

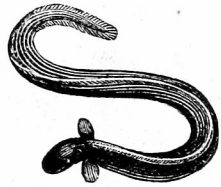
Dog

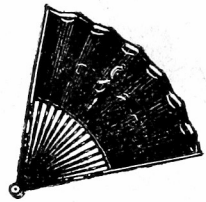




Egg

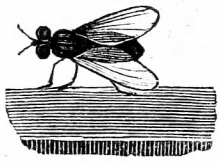
Eel





Fan

Fly





Fox

Gun





Hen



Hoe

(*4th* EXERCISE.)

Hat 

 Jar

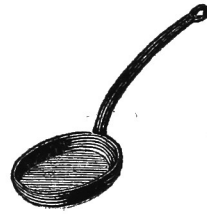
Jug 

 Key

Mop 

 Ox

Owl 

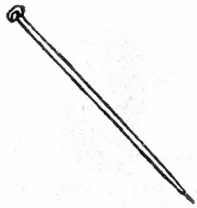
 Pan



Pen

(*4th* EXERCISE.)

Pin





Pot

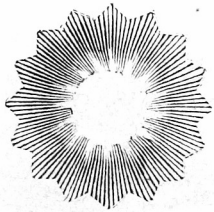
Rat

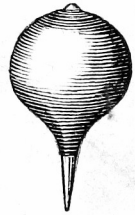




Saw

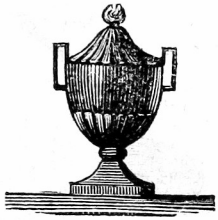
Sun

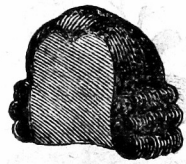




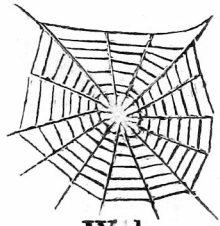
Top

Urn





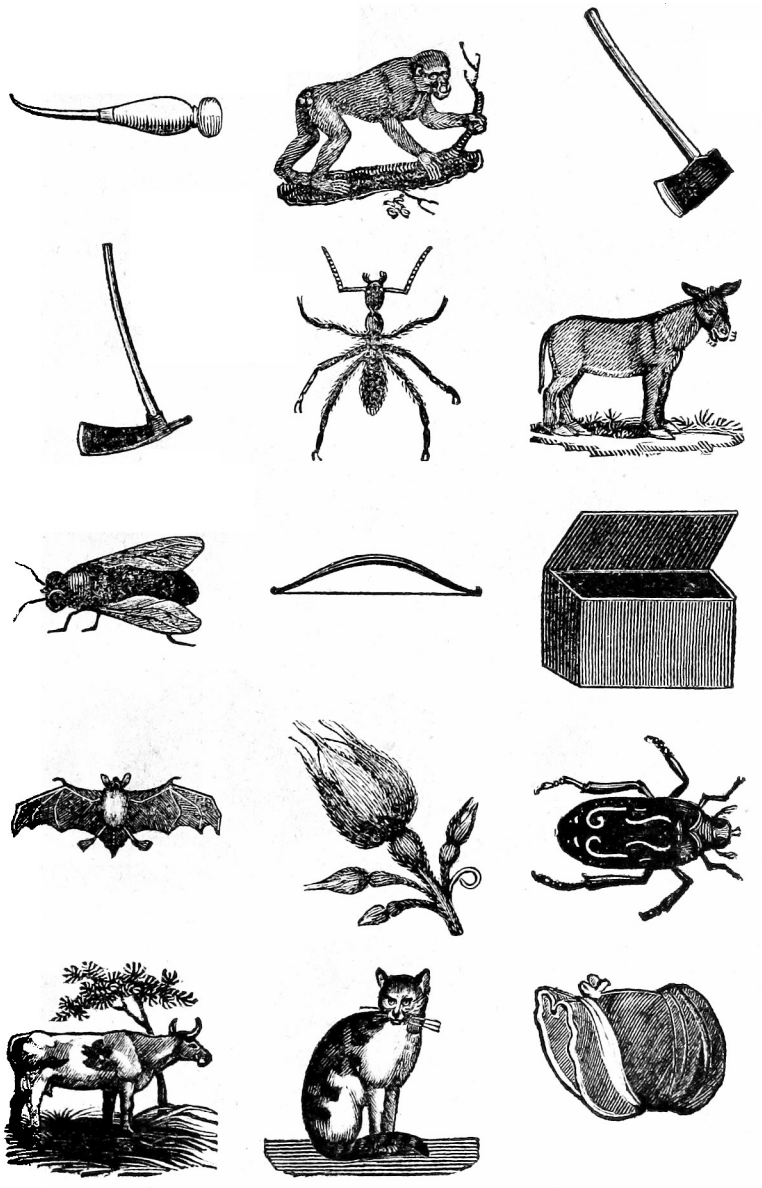
Wig



Web

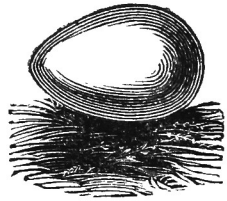
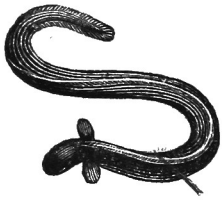
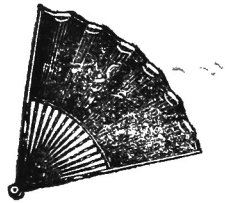
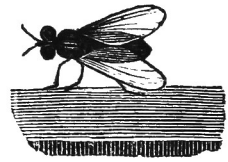
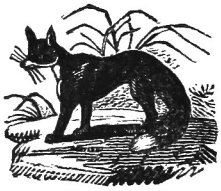
5th EXERCISE.

A representation of Objects without their Names, to be expressed by signs, spelled by the Pupils, or written from memory.

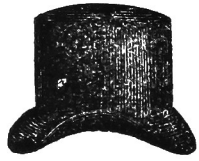


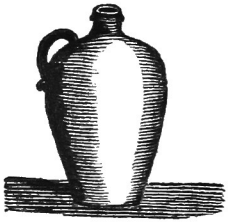
(*5th* EXERCISE.)











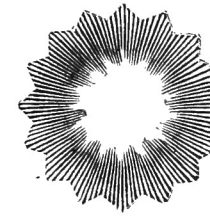
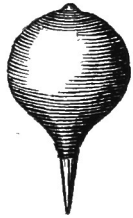
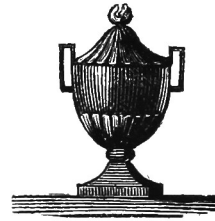
(*5th* EXERCISE.)

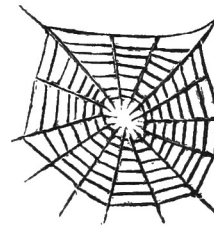










6th EXERCISE.

Monosyllabic Words of three Letters to exercise the Pupils by Natural Signs, without the objects before them.

Awl	Bug	Gun	Pen
Ape	Cow	Hen	Pin
Axe	Cat	Hoe	Pot
Adz	Cap	Hat	Rat
Ant	Cup	Jar	Saw
Ass	Dog	Jug	Sun
Bee	Egg	Key	Top
Bow	Eel	Mop	Urn
Box	Fan	Ox	Wig
Bat	Fly	Owl	Web
Bud	Fox	Pan	

7th EXERCISE.

The preceding Monosyllabic Words with the articles prefixed.

1. A or An.

An awl	a bug	a gun	a pen
an ape	a cow	a hen	a pin
an axe	a cat	a hoe	a pot
an adz	a cap	a hat	a rat
an ant	a cup	a jar	a saw
an ass	a dog	a jug	a sun
a bee	an egg	a key	a top
a bow	an eel	an ox	an urn
a box	a fan	a mop	a wig
a bat	a fly	an owl	a web
a bud	a fox	a pan	

(*7th* EXERCISE.)

2. THE.

The awl	the bug	the gun	the pen
the ape	the cow	the hen	the pin
the axe	the cat	the hoe	the pot
the adz	the cap	the hat	the rat
the ant	the cup	the jar	the saw
the ass	the dog	the jug	the sun
the bee	the egg	the key	the top
the bow	the eel	the mop	the urn
the box	the fan	the ox	the wig
the bat	the fly	the owl	the web
the bud	the fox	the pan	

8th EXERCISE.

Monosyllabic Adjectives qualifying Substantives.

Big	A big ox	The big ox
Little	a little ant	the small ant
Large	a large gun	the large gun
Small	a small fly	the small fly
Bad	a bad boy	the bad boy
Good	a good boy	the good boy
Old	an old hat	the old hat
New	a new hat	the new hat
Old	an old man	the old man
Young	a young man	the young man
Fat	a fat hen	the fat hen
Lean	a lean cow	the lean cow
Tall	a tall man	the tall man
Short	a short man	the short man
Long	a long pen	the long pen
Short	a short pen	the short pen

(*8th* EXERCISE.)

Rich	A rich man	The rich man
Poor	a poor man	the poor man
Wet	a wet day	the wet day
Dry	a dry day	the dry day
Hot	a hot day	the hot day
Cold	a cold day	the cold day
High	a high tree	the high tree
Low	a low tree	the low tree
Thick	a thick wall	the thick wall
Thin	a thin saw	the thin saw
Clear	a clear sky	the clear sky
Thick	a thick cloud	the thick cloud
Dull	a dull axe	the dull axe
Sharp	a sharp adz	the sharp adz
Fine	a fine cap	the fine cap
Ripe	a ripe apple	the ripe apple
Clean	a clean shirt	the clean shirt
Round	a round ball	the round ball
Mad	a mad dog	the mad dog
Sly	a sly fox	the sly fox
Full	a full moon	the full moon
Kind	a kind friend	the kind friend
Wild	a wild cat	the wild cat
Nice	a nice girl	the nice girl
Hard	a hard nut	the hard nut
Soft	a soft egg	the soft egg
True	a true gun	the true gun
Bright	a bright sun	the bright sun

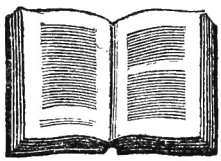
9th EXERCISE.

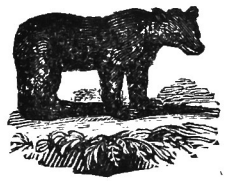
The Quality of the Substantive affirmed by the Verb to be.

The ox is big
the ant is little
the gun is large
the fly is small
he is a bad boy
this is a good dog
the hat is old
the hat was new
he is an old man
he was a young man
it was a fat hen
it is a lean cow
he is a tall man
it was a short man
this is a long pin
that is a short pin
the man is rich
he is a rich man
the man is poor
he is a poor man
it was a wet day
it is a dry day
it was a hot day
it is a cold day
the tree is high
it is a high tree
the tree is low
it is a low tree
the wall is thick
the saw is thin
it is a thin saw
the sky is clear
it is a thick cloud
the axe is dull
this is a dull axe
the adz is sharp
this is a sharp adz
the cap is fine
it is a fine cap
the apple is ripe
this is a ripe apple
my shirt is clean
this is a clean shirt
the ball is round
this is a round ball
the dog is mad
there is a mad dog
the fox is sly
that is a sly fox
the moon is full
it is full moon
he is a kind friend
that is a wild cat
this is a nice girl
this is a hard nut
the nut is hard
this is a soft egg
this egg is soft
we see the bright sun
the sun is bright

10th EXERCISE.

Monosyllables of four Letters, represented by sensible Objects.

Book 

 Bear

Boat 

 Bell

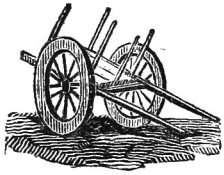
Boot 

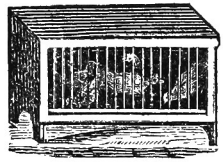
 Bird



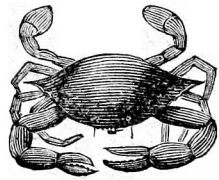
Cage

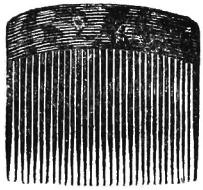
(10*th* EXERCISE.)

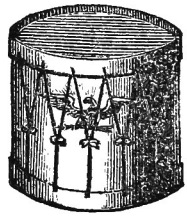
Cart 

 Coop

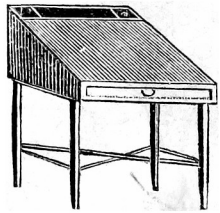
Cane 

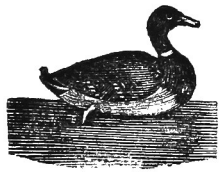
 Crab

Comb 

 Drum

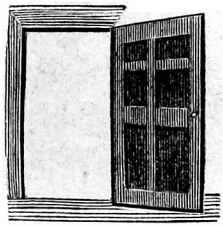
Dart 

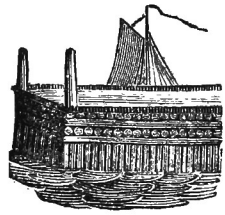
 Desk



Duck

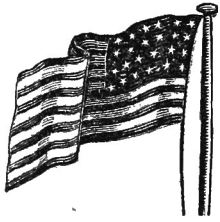
(10*th* EXERCISE.)

Door 

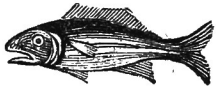
 Dock

Doll 

 Flea

Flag 

 Fork

Fish 

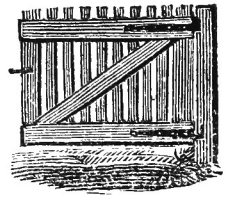
 Frog



File

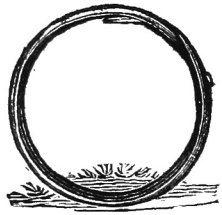
(10*th* EXERCISE.)

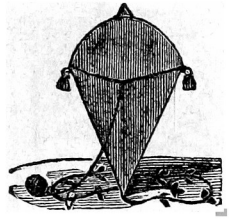
Goat 

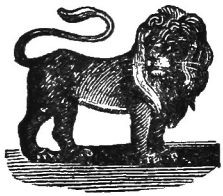
 Gate

Horn 

 Hook

Hoop 

 Kite

Lion 

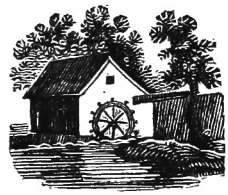
 Leaf



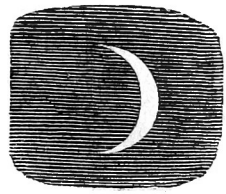
Lock

(*10th* EXERCISE.)

Mole 

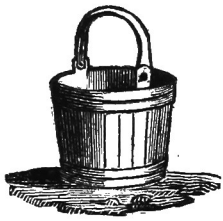
 Mill

Moth 

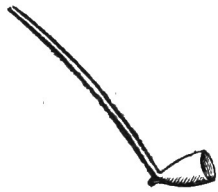
 Moon

Nest 

 Nail

Pail 

 Pear

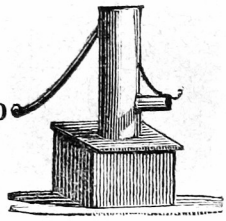


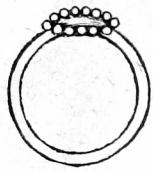
Pipe

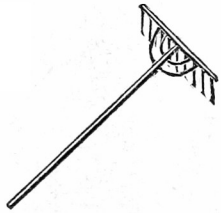
(10*th* EXERCISE.)

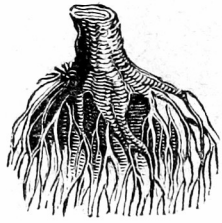
Pink 

 Plum

Pump 

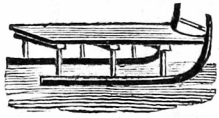
 Ring

Rake 

 Root

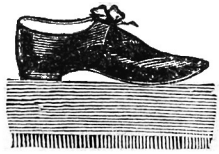
Rule 

 Rose



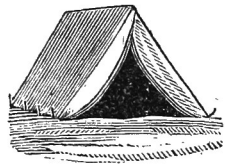
Sled

(10*th* EXERCISE.)

Shoe 

 Toad

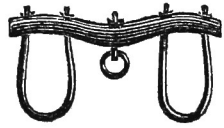
Tree 

 Tent

Worm 

 Well

Whip 

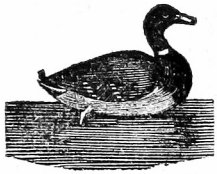
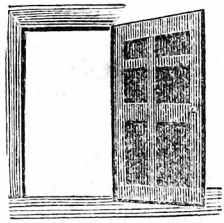
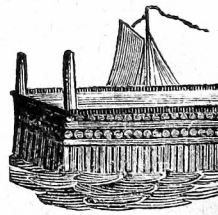
 Yoke

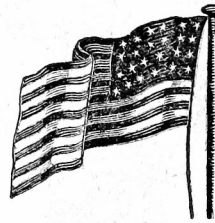
11th EXERCISE.

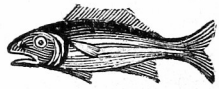
A representation of Objects without their Names, to be expressed by Signs, spelled by the Pupils, or written from memory, as the 5th Exercise.



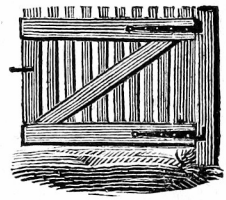
(11*th* EXERCISE.)

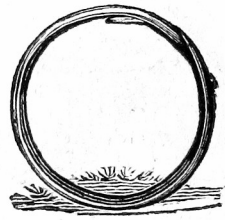




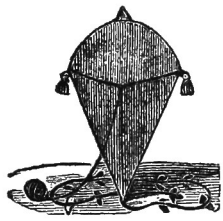
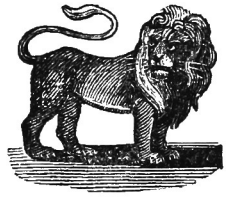




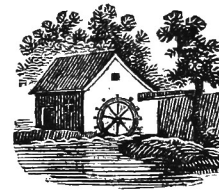


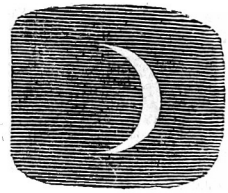



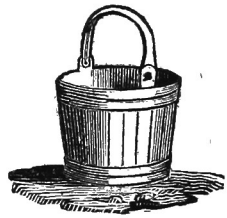
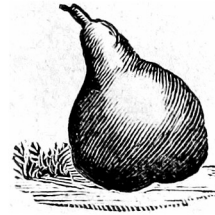
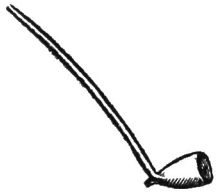
(11*th* EXERCISE.)



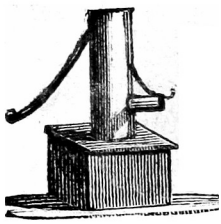
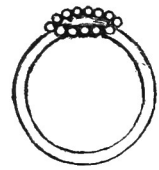
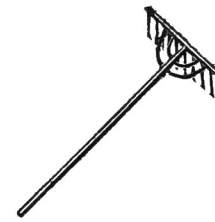
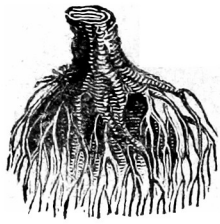


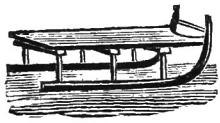
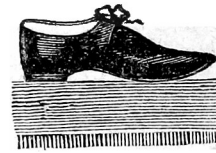


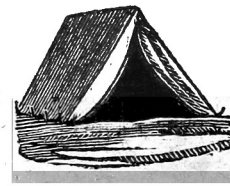







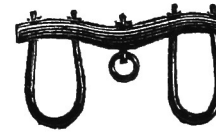
(11*th* EXERCISE.)





12th EXERCISE.

Monosyllabic Words of four Letters, to exercise the Pupils by Natural Signs, without the objects before them.

Book	Duck	Kite	Pump
bear	door	lion	ring
boat	dock	leaf	rake
bell	doll	lock	root
boot	flea	mole	rule
bird	flag	mill	rose
cage	fork	moth	sled
cart	fish	moon	shoe
coop	frog	nest	toad
cane	file	nail	tree
crab	goat	pail	tent
comb	gate	pear	worm
drum	horn	pipe	well
dart	hook	pink	whip
desk	hoop	plum	yoke

13th EXERCISE.

Words of the preceding Exercise used in Composition.

Book	I read the *book*	Cane	The *cane* is mine
bear	I see the *bear*	crab	eat the *crab*
boat	I was in the *boat*	comb	bring me the *comb*
bell	ring the *bell*	drum	he beats the *drum*
boot	give me the *boot*	dart	send the *dart*
bird	the *bird* is gone	desk	the *desk* is too high
cage	the *bird* is in the cage	duck	he killed the *duck*
cart	the *cart* is full of dirt	door	open the *door*
coop	the *coop* is open	dock	the sloop is by the *dock*

(13*th* EXERCISE.)

Doll	This is my *doll*	Nail	Drive a *nail* in the wall
flea	the *flea* hops	pail	the *pail* is full of water
flag	hoist the *flag*	pear	this is a ripe *pear*
fork	this is a broken *fork*	pipe	he smokes a *pipe*
fish	the *fish* swims	pink	the *pink* smells sweet
frog	the *frog* jumps	plum	the *plum* tastes sour
file	the *file* is hard	pump	go to the *pump*
goat	the *goat* butts	ring	give me the *ring*
gate	the *gate* is shut	rake	he took up the *rake*
horn	it is made of a cow's horn	root	the *root* is in the ground
hook	the *hook* is sharp	rule	give me the *rule*
hoop	the *hoop* is round	rose	it is a red *rose*
kite	the boy is flying his *kite*	sled	he rides on a *sled*
lion	the *lion* is strong	shoe	the *shoe* pinches my foot
leaf	it is the *leaf* of a tree	toad	I hate a *toad*
lock	put a *lock* upon the door	tree	that is a tall *tree*
mole	the *mole* eats roots	tent	the soldier sleeps in a *tent*
mill	grain is ground in a *mill*	worm	I saw a *worm* on the ground
moth	the *moth* eats cloth	well	the *well* is very deep
moon	the *moon* is bright	whip	a *whip* for bad boys
nest	the *nest* is on a tree	yoke	a *yoke* for the ox

14th EXERCISE.

Man and his Correlatives, with Exercises on the Words.

Man	A good *man*	grand-mother	my *grand-mother*
men	two bad *men*		
woman	a fat *woman*	uncle	he is my *uncle*
father	my *father* is dead	aunt	she is my *aunt*
mother	my *mother* is sick	cousin	he is my *cousin*
husband	*husband* and wife	child	the *child* is asleep
grand-father	his *grand-father*		

(14*th* EXERCISE.)

Children	The *children* are playing
baby	the *baby* is in the cradle
boy	the *boy* is lost
girl	I am a little *girl*
girls	the *girls* are writing
infant	the *infant* is dead
youth	*youth* is the season of joy
manhood	he is in a state of *manhood*
childhood	she is in her *childhood*
old age	pay respect to *old age*
young man	this *young man* and
old man	that *old man*
young woman	a *young woman*
old woman	an *old woman*
brother	my *brother* is gone
sister	my dear *sister* is dead
son	this is my *son*
daughter	this is my sister's *daughter*
"	she is my cousin
grand-son	he has a *grand-son*
grand-daughter	he has a *grand-daughter*
grand-child	his *grand-child* is very little

15th EXERCISE.

Parts of the Human Body.

Body	Eyes	Dimple	Gums
limbs	pupil	whiskers	tongue
head	eye-brow	wrinkle	palate
face	eye-lash	lip	front-tooth
hair	eye-lid	lips	front-teeth
forehead	eye-ball	upper-lip	double-teeth
crown	nose	under-lip	upper-tooth
temples	nostrils	mouth	under-tooth
curl	cheek	tooth	loose-tooth
eye	cheeks	teeth	rotten-tooth

(*15th* EXERCISE.)

Chin	Fist	Back	sole of the foot
beard	hand	back-bone	instep
throat	right-hand	side	heel
ear	left-hand	right-side	toes
ears	palm of the hand	left-side	great-toe
jaw	back of the hand	ribs	bone
upper-jaw	finger	waist	flesh
under-jaw	joint	lap	skin
neck	knuckle	legs	scull
arm	nail	right-leg	brain
arms	thumb	left-leg	heart
right-arm	finger-nail	hips	blood
left-arm	fore-finger	thighs	lungs
arm-pit	middle-finger	knee	tears
fore-arm	ring-finger	knee-pan	spittle
shoulder	little-finger	shin	perspiration
elbow	breast	calf of the leg	shape
elbows	stomach	ancles	looks
wrist	belly	foot	gait
wrists			

NOTE. The parts of the body can be pointed out by the teacher, and require no representation.

16th EXERCISE.

PRONOUNS.

1st PERSONAL PRONOUNS.

I	*I* am a good boy.	*I* am not a good boy. *I* am a bad boy.
thou	*thou* art a good boy.	*thou* art not a good boy. *thou* art a bad boy.
he	*he* is a good boy.	*he* is not a good boy. *he* is a bad boy.
she	*she* is a good girl.	*she* is not a good girl. *she* is a bad girl.

(16*th* EXERCISE.)

It	*it* is a new house.	*it* is not a new house.
		it is an old house.
we	*we* are good children.	*we* are not good children.
		we are bad children.
ye	*ye* are clean children.	*ye* are not clean children.
		ye are dirty children.
you	*you* are kind girls.	*you* are not kind girls.
		you are unkind girls.
they	*they* are rich men.	*they* are not rich men.
		they are poor men.

2d. PERSONAL PRONOUNS DECLINED.

Singular.		*Plural.*	
I	*I* have a bird.	We	*We* see with our eyes.
mine	this bird is *mine.*	ours	these pens are *ours.*
me	papa gave it to *me.*	us	he gave them to *us.*
thou	*thou* hast a book.	ye or you	*you* saw the pens.
thine	the book is *thine.*	yours	they are not *yours.*
thee	papa gave it to *thee.*	you	*you* shall not have them.
he	*he* goes to school.	they	*they* drink tea.
his	*his* school is out.	theirs	the nuts are *theirs.*
him	I saw *him* in school.	them	teach *them* to be good.
she	*she* has a fan.	they	*they* eat fish.
hers	the fan is *hers.*	theirs	the birds are *theirs.*
her	give *her* the fan.	them	learn *them* the alphabet.
it	*it* has no cover.	they	*they* cannot see.
its	it has lost *its* cover.	theirs	the loss is *theirs.*
it	make a cover for *it.*	them	I am sorry for *them.*

3d. POSSESSIVE PRONOUNS.

My	You live in *my* house.	Our	*Our* house is new.
thy	he has *thy* book and slate.	your	*your* house is old.
his	*his* slate is broken.	their	*their* dog is lost.
her	she lost *her* comb.		

(16*th* EXERCISE.)

4th. DISTRIBUTIVE.

Each	*Each* of them gave me an apple.
every	*every* one of them is poor.
either	I have not seen *either* of them.

5th. DEMONSTRATIVE.

this	*this* is a fine day.
that	*that* is a sour apple.
these	*these* apples are sour.
those	*those* pears are sweet.

6th. INDEFINITE.

some	*some* of you must go for water.
one	*one* of you may go.
any	*any* of you may go.
all	you must not *all* go.
other	he is in the *other* room.
such	I never saw him in *such* a passion.

17th EXERCISE.

Verbs expressive of some of the first necessary Actions of Life.

To live,	I live,	thou livest,	he lives.
	The man *lives.*		
to breathe,	We breathe,	you breathe,	they breathe.
	All of us *breathe.*		
to suck,	I sucked,	thou suckedst,	he sucked.
	We all *sucked.*		
to sleep,	We sleep,	you sleep,	they sleep.
	The infant *sleeps.*		
to wake,	I wake,	thou wakest,	he wakes.
	The man *wakes* me.		
to eat,	I eat,	thou eatest,	he eats.
	We *eat* dinner.		
to drink,	I drink,	thou drinkest,	he drinks.
	They *drink* water.		
to see,	I see,	thou seest,	he sees.
	We *see* the sun shine.		

(17*th* EXERCISE.)

To hear,	I hear,	thou hearest,	he hears.
	The Deaf and Dumb do not *hear*.		
to smell,	I smell,	thou smellest,	he smells.
	The hay *smells* sweet.		
to taste,	I taste,	thou tasteth,	he tastes.
	He *tasted* the peach.		
to chew,	I chew,	thou chewest,	he chews.
	He *chews* his meat.		
to swallow,	I swallow,	thou swallowest,	he swallows.
	He *swallowed* a plum.		
to lie,	I lie,	thou liest,	he lies.
	He *lies* on the bed.		
to sit,	I sit,	thou sittest,	he sits.
	She *sits* in the chair.		
to go,	I go,	thou goest,	he goes.
	He *goes* to bed at dusk.		
to come,	I come,	thou comest,	he comes.
	Let them *come* to us.		
to love,	I love,	thou lovest,	he loves.
	I *love* the baby.		
to hate,	I hate,	thou hatest,	he hates.
	He *hates* to speak the truth.		
to walk,	I walk,	thou walkest,	he walks.
	We *walk* to school.		
to run,	We run,	you run,	they run.
	We *run* and play.		
to hop,	We hop,	you hop,	they hop.
	He is *hopping*.		
to get,	I get,	thou gettest,	he gets.
	He *gets* a whipping.		
to jump,	I jump,	thou jumpest,	he jumps.
	He is *jumping*.		
to wash,	We wash,	you wash,	they wash.
	They are *washing*.		
to speak,	We speak,	you speak,	they speak.
	I *speak* the truth.		

(17*th* EXERCISE.)

To give,	We give,	you give,	they give.
	Give me your hand.		
to take,	I take,	thou takest,	he takes.
	Take her fan.		
to dress,	We dress,	you dress,	they dress.
	Dress the baby.		
to undress,	We undress,	you undress,	they undress.
	We *undress* and go to bed.		
to kiss,	I kiss,	thou kissest,	he kisses.
	I *kissed* the baby's cheek.		
to send,	We send,	you send,	they send.
	We *send* you to school to learn.		
to fall,	I fall,	thou fallest,	he falls.
	I *fell* down and hurt myself.		
to rise,	We rise,	you rise,	they rise.
	I *rise* early in the morning.		
to do,	I do,	thou doest,	he does.
	I *do* as I am bid.		
to act,	I act,	thou acteth,	he acts.
	He *acts* like a fool.		

18th EXERCISE.

Exercises by Familiar Sentences on the Parts of the Human Body.

Body	A cow has a large *body*.
limbs	He has long *limbs*. A tree has *limbs*.
"	A poplar tree has long *limbs*.
head	He has a big *head*. He has a thick *head*.
face	She has a broad *face*.
hair	Her *hair* is long. She has long *hair*.
forehead	He has a high *forehead*. His *forehead* is high.
crown	The *crown* of his head is bald.
temples	Her *temples* are covered with curls.
curl	That *curl* hangs behind her ear.
eye	He has but one *eye*.

(18*th* EXERCISE.)

Eyes	Her *eyes* are bright. She has bright *eyes*.
pupil	The *pupil* of his eye is black.
eye-brows	He has large *eye-brows*.
eye-lid	His *eye-lid* was swelled.
eye-lashes	You have no *eye-lashes*.
eye-balls	The boy stuck a fork in his *eye-ball*.
"	It put out his eye. It made him blind.
nose	I have a large *nose*. He has a Roman *nose*.
nostrils	We have two *nostrils*.
cheek	She has a red *cheek*. His *cheeks* are both red.
dimple	She has a *dimple* on her chin.
whiskers	He has black *whiskers*.
wrinkle	He has a *wrinkle* on his forehead.
lip, lips	We have only two *lips*.
upper-lip	He has a thick *upper-lip*.
under-lip	His *under-lip* is swelled.
mouth	He has a wide *mouth*.
tooth	The Doctor drew his *tooth*.
teeth	Her *teeth* are very white.
gums	The *gums* are red.
tongue	The *tongue* is used in speaking.
palate	The *palate* is in the back part of the mouth.
front-teeth	He is shedding his *front-teeth*.
double-teeth	My *double-teeth* are sound. His *double-teeth* are rotten.
upper-tooth	This *upper-tooth* is loose.
under-tooth	This *under-tooth* is loose.
loose-tooth	I have one *loose-tooth*. He has two *loose-teeth*.
rotten-tooth	I have one *rotten-tooth*. He has three *rotten-teeth*.
chin	He has a sharp *chin*.
beard	He has a little *beard* on his chin. His *beard* begins to grow.
throat	My *throat* is sore. I have a sore *throat*.
ear, ears	I am deaf in one *ear*. We are deaf in both *ears*.
jaws	The teeth are fixed in the *jaws*.
upper-jaw	He drew a tooth from the *upper-jaw*.

(18*th* EXERCISE.)

Under-jaw	He fell down and broke his *under-jaw.*
neck	She has a long *neck.*
arm	He has but one *arm.*
arms	The Doctor cut off one of his *arms.*
right-arm	This is my *right-arm.*
left-arm	This is my *left-arm.*
arm-pit	He has a swelling in the *arm-pit.*
fore-arm	His *fore-arm* was broken.
shoulder	The bird sat upon his *shoulder.*
elbow	The poor boy had a patch upon his *elbow.*
wrist	He hurt his *wrist.*
fist	He struck me with his *fist.*
hand, hands	You have a dirty *hand.* You have dirty *hands.*
right-hand	My *right-hand* is sore.
left-hand	My *left-hand* is not sore.
palm of the hand	He slapped me with the *palm of the hand.*
back of the hand	He struck me a back-handed blow.
"	He struck me with the *back of the hand.*
finger	He is pointing with the *finger.*
joint	The finger is out of *joint.*
knuckles	The skin is off the *knuckles.*
nails	The *nails* of her fingers are long.
thumb	The *thumb* is short. I have a *thumb* on each hand.
fore-finger	I have a *fore-finger.*
middle-finger	I have a *middle-finger.*
ring-finger	This is the *ring-finger.*
little-finger	This is my *little-finger.*
breast	I have a pain in my *breast.*
stomach	My *stomach* is full. I have eaten enough.
side	Sit down on this *side* of me.
right-side	Sit down on my *right-side.*
left-side	He sat on my *left-side.*
ribs	I have twelve *ribs* on each side.
waist	The girl had a ribbon around her *waist.*
lap	The baby sleeps in her *lap.*

(18*th* EXERCISE.)

Leg	His *leg* was shot off.
legs	His *legs* are crossed. He sits cross-legged.
right-leg	His *right-leg* is lame.
left-leg	He is lame in his *left-leg*.
hip	He fell down and hurt his *hip*.
thighs	His *thighs* were broken by the fall.
knees	The negro walks on his *knees*.
knee-pan	This is the *knee-pan*.
skin	He scraped the *skin* off his shin.
shin	He has a sore on the *shin*.
calf of the leg	I have a scar on the *calf of the leg*.
ancles	Your *ancles* are swelled.
foot	She turned her *foot* on one side and sprained her ancle.
soles	We walk on the *soles* of the feet.
instep	You have a high *instep*.
heel	Your shoe is run down at the *heel*.
toes	Turn your *toes* out when you walk.
great-toe	He cut his *great-toe* with the axe.
bone	The *bone* of the arm is broken.
flesh	The skin covers the *flesh*.
scull	The *scull* is the bone of the head.
brain	The *brain* is in the scull.
heart	My *heart* beats quick.
blood	The *blood* is red.
lungs	We breathe through the *lungs*.
tears	The *tears* rolled down her cheeks.
spittle	Do not spit on the floor: keep it clear of *spittle*.
perspiration	Wipe the *perspiration* off your face.
sweat	I am wet with *sweat*.
"	*Sweat* is the same as *perspiration*.
shape	Her *shape* is elegant.
looks	Her *looks* are pleasant. She is a beautiful girl.
gait	She walks with a bad *gait*.

19th EXERCISE.

Words of Five Letters, represented by sensible Objects.

Acorn 

 Apple

Brush 

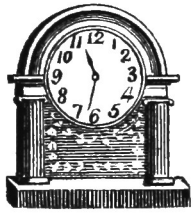
 Broom

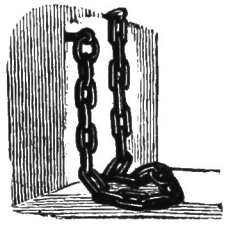
Crown 

 Coach

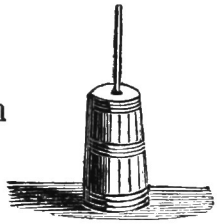
Chair 

 Camel

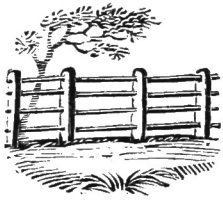
Clock 

 Chain

(19*th* EXERCISE.)

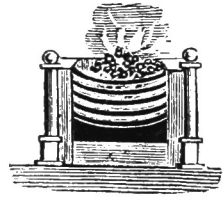
Churn 

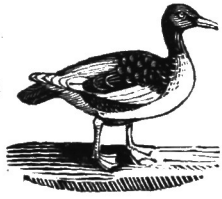
 Eagle

Fence 

 Flail

Grapes 

 Grate

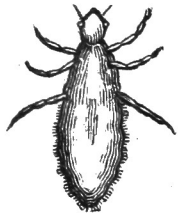
Goose 

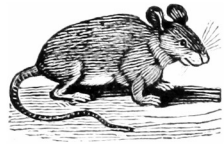
 Globe

Horse 

 Knife

(19*th* EXERCISE.)

Louse 

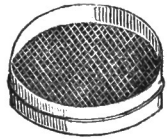
 Mouse

Quill 

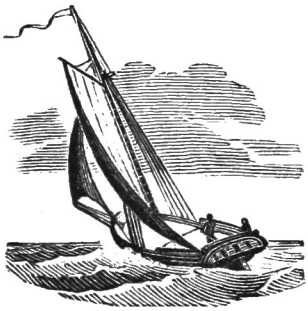
 Razor

Sword 

 Sheaf

Sieve 

 Sheep

Sloop 

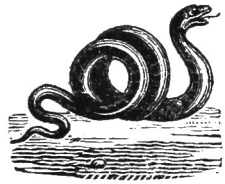
 Spoon

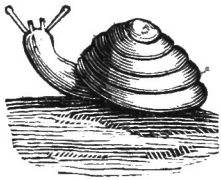
(19*th* EXERCISE.)

Spade 

 Spear

Skate 

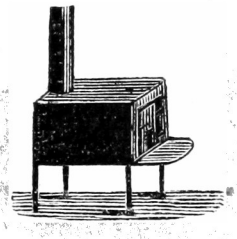
 Snake

Snail 

 Scull

Screw 

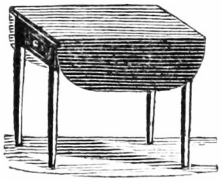
 Stool

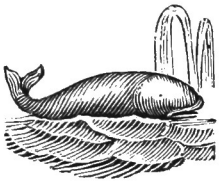
Stove 

 Spike

(19*th* EXERCISE.)

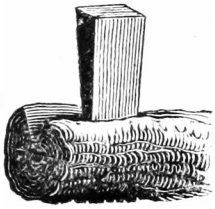
Tongs 

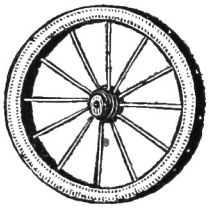
 Table

Whale 



Watch

Wedge 

 Wheel

20th EXERCISE.

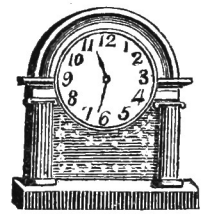
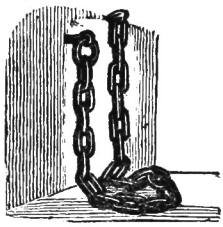
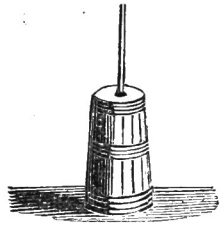
A representation of Objects without their Names, to exercise the Pupils in words of five Letters, in the same manner as in the 5th and 11th Exercises.

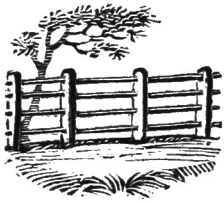






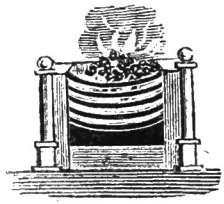
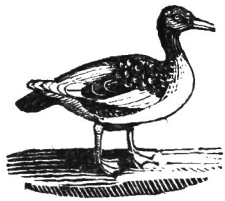


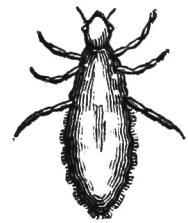




(20*th* EXERCISE.)

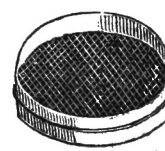



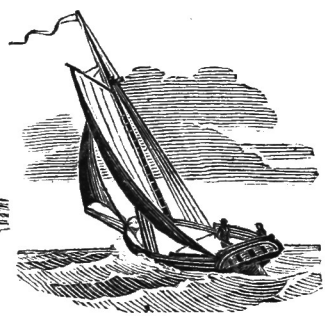






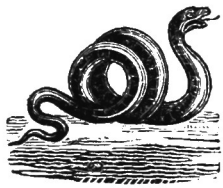
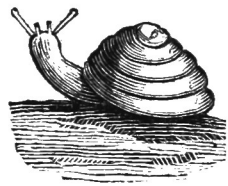




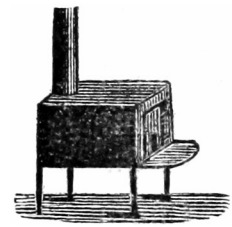


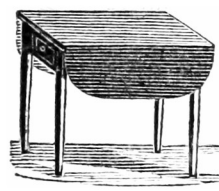
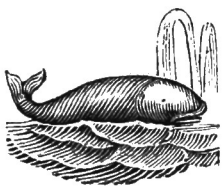

(20*th* EXERCISE.)

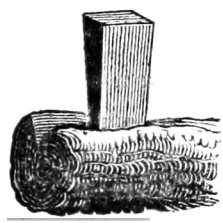
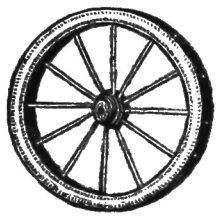






21st EXERCISE.

Words of five Letters, to exercise the Pupils by Natural Signs, without the objects before them, as in the 6th and 12th Exercises.

Acorn	Fence	Razor	Scull
Apple	Flail	Sword	Screw
Brush	Grapes	Sheaf	Stool
Broom	Grate	Sieve	Stove
Crown	Goose	Sheep	Spike
Coach	Globe	Sloop	Tongs
Chair	Horse	Spoon	Table
Camel	House	Spade	Whale
Clock	Knife	Spear	Watch
Chain	Louse	Skate	Wedge
Churn	Mouse	Snake	Wheel
Eagle	Quill	Snail	

22d EXERCISE.

The Words of the preceding Exercise, with the articles in the Singular and Plural.

SINGULAR.		PLURAL.
An acorn	the acorn	the acorns
an apple	the apple	the apples
a brush	the brush	the brushes
a broom	the broom	the brooms
a crown	the crown	the crowns
a coach	the coach	the coaches
a chair	the chair	the chairs
a clock	the clock	the clocks
a camel	the camel	the camels
a chain	the chain	the chains

(22*d* EXERCISE.)

SINGULAR.		PLURAL.
An eagle	the eagle	the eagles
a fence	the fence	the fences
a flail	the flail	the flails
a grape	the grape	the grapes
a grate	the grate	the grates
a goose	the goose	the geese
a globe	the globe	the globes
a horse	the horse	the horses
a house	the house	the houses
a knife	the knife	the knives
a louse	the louse	the lice
a mouse	the mouse	the mice
a quill	the quill	the quills
a razor	the razor	the razors
a sword	the sword	the swords
a sheaf	the sheaf	the sheaves
a sieve	the sieve	the sieves
a sheep	the sheep	the sheep
a sloop	the sloop	the sloops
a spoon	the spoon	the spoons
a spade	the spade	the spades
a spear	the spear	the spears
a skate	the skate	the skates
a snake	the snake	the snakes
a snail	the snail	the snails
a scull	the scull	the sculls
a screw	the screw	the screws
a stool	the stool	the stools
a stove	the stove	the stoves
tongs	the tongs	the tongs
a table	the table	the tables
a whale	the whale	the whales
a watch	the watch	the watches
a wedge	the wedge	the wedges
a wheel	the wheel	the wheels

23d EXERCISE.

Monosyllabic Verbs, with Short and Familiar Phrases.

To play,	I play,	thou playest,	he plays.
	The boys *play*.		
to tell,	I tell,	thou tellest,	he tells.
	I *tell* the truth.		
to peep,	I peep,	thou peepest,	he peeps.
	She *peeps* through the fan.		
to talk,	I talk,	thou talkest,	he talks.
	You *talk* too loud.		
to spin,	I spin,	thou spinnest,	he spins.
	The boy *spins* his top.		
to toss,	I toss,	thou tossest,	he tosses.
	He *tosses* the ball.		
to read,	I read,	thou readest,	he reads.
	She *reads* her book.		
to speak,	I speak,	thou speakest,	he speaks.
	He *speaks* the truth.		
to ride,	I ride,	thou ridest,	he rides.
	I *ride* the horse.		
to hold,	I hold,	thou holdest,	he holds.
	He *holds* me fast.		
to cut,	I cut,	thou cuttest,	he cuts.
	I *cut* my hand.		
to fly,	I fly,	thou fliest,	he flies.
	The bird *flies* swift.		
to dig,	I dig,	thou diggest,	he digs.
	He *digs* in the ground.		
to dine,	I dine,	thou dinest,	he dines.
	I *dine* at two o'clock.		
to pray,	I pray,	thou prayest,	he prays.
	I *pray* night and morning.		
to mind,	I mind,	thou mindest,	he minds.
	He *minds* his book.		
to learn,	I learn,	thou learnest,	he learns.
	He *learns* his lesson.		
to fear,	I fear,	thou fearest,	he fears.
	The children *fear* him.		

(23*d* EXERCISE.)

To sing,	I sing,	thou singest,	he sings.
	She *sings* in church.		
to dance,	I dance,	thou dancest,	he dances.
	He *dances* alone.		
to stay,	I stay,	thou stayest,	he stays.
	She *stays* in the house.		
to bring,	I bring,	thou bringest,	he brings.
	Bring me the hat.		
to clean,	I clean,	thou cleanest,	he cleans.
	He *cleans* boots and shoes.		
to shut,	I shut,	thou shuttest,	he shuts.
	I *shut* him in the closet.		
to open,	I open,	thou openest,	he opens.
	Open the door.		
to say,	I say,	thou sayest,	he says.
	He *says* you hit him.		
to brush,	I brush,	thou brushest,	he brushes.
	Brush my coat.		
to ring,	I ring,	thou ringest,	he rings.
	Ring the bell.		
to laugh,	I laugh,	thou laughest,	he laughs.
	He *laughs* at you.		
to smile,	I smile,	thou smilest,	he smiles.
	She *smiles* at the thought.		
to blow,	I blow,	thou blowest,	he blows.
	Blow out the candle.		
to sail,	I sail,	thou sailest,	he sails.
	The boat *sails* on the water.		
to drive,	I drive,	thou drivest,	he drives.
	He *drives* a horse and cart.		
to beat,	I beat,	thou beatest,	he beats.
	He *beats* the drum.		
to light,	I light,	thou lightest,	he lights.
	Light the candle.		
to burn,	I burn,	thou burnest,	he burns.
	The candle *burns*.		

(23*d* EXERCISE.)

To shine, I shine, thou shinest, he shines.
The sun *shines.*

to sting, I sting, thou stingest, he stings.
The bee *stings.*

to bake, I bake, thou bakest, he bakes.
He *bakes* bread.

to soar, I soar, thou soarest, he soars.
The eagle *soars* to the clouds.

to buy, I buy, thou buyest, he buys.
Buy me a hat.

to sell, I sell, thou sellest, he sells.
He *sells* apples.

to spit, I spit, thou spittest, he spits.
He *spits* on the floor.

to flow, I flow, thou flowest, he flows.
The tide *flows* high.

to swim, I swim, thou swimmest, he swims.
He *swims* in the river.

to dive, I dive, thou divest, he dives.
He *dives* under the water.

to make, I make, thou makest, he makes.
He *makes* shoes.

to kill, I kill, thou killest, he kills.
I *killed* a rat.

to roast, I roast, thou roasteth, he roasts.
She *roasts* meat before the fire.

to boil, I boil, thou boilest, he boils.
She *boils* meat in a pot.

to fry, I fry, thou fryest, he fries.
Fry the meat in a pan.

to broil, I broil, thou broilest, he broils.
Broil the beef-steak.

to stew, I stew, thou stewest, he stews.
Stew the oysters.

to turn, I turn, thou turnest, he turns.
Turn around. Turn over.

24th EXERCISE.

ARTICLES OF CLOTHING.

Clothes	He has new *clothes.*
shirt	I want a clean *shirt.*
sleeve	Button my *sleeve.*
sleeve-button	I have no *sleeve-button.*
collar	My *collar* is too tight.
wrist-band	His *wrist-band* is loose.
stockings	I want a pair of cotton *stockings.*
garters	I have lost one of my *garters.*
socks	I wear woollen *socks.*
drawers	I bought a pair of linen *drawers.*
pantaloons	I paid five dollars for my *pantaloons.*
suspenders	My *suspenders* have stretched.
breeches	It is unfashionable to wear *breeches.*
fob	There is no watch-*fob* to my pantaloons.
gaiters	Take off your *gaiters.*
vest	Put on your *vest.*
coat	Your *coat* does not set well.
surtout	Pull off your *surtout.*
great-coat	This is not your *great-coat.*
buttons	The *buttons* are all cut off.
cuffs	Turn up your *cuffs.*
cravat	Your *cravat* is dirty.
boots	Clean my *boots.*
shoes	My *shoes* are clean.
buckles	*Buckles* are out of fashion.
shoe-string	Your *shoe-string* is untied.
slippers	I have no *slippers.*
wig	His head is bald; he wears a *wig.*
hat	I have a white *hat.*
brim	It has a broad *brim.*
hat-crown	It has a high *crown.* My *hat-crown* is high.
lining	The *lining* is red.
hat-band	The *hat-band* is loose.
cap	She wears a *cap.*

(24*th* EXERCISE.)

Night-cap	He sleeps in a *night-cap.*
gown	Your *gown* sets well.
short gown	I am making a *short-gown.*
chemise	The *chemise* is on the grass.
petticoat	The *petticoat* hangs in the yard.
corsets	Loosen my *corsets,* they are too tight.
shawl	Throw off your *shawl.*
ruffle	The *ruffle* is around her neck.
cloak	It is too warm to wear a *cloak.*
bonnet	Tie on your *bonnet.*
ribbon	Her bonnet is tied with a green *ribbon.*
finger-ring	That is a *finger-ring.*
ear-rings	These are *ear-rings.*
necklace	She had no *necklace.*
beads	A string of *beads* is around the baby's neck.
girdle	She had a *girdle* around her waist.
gloves	I have a new pair of *gloves.*
feathers	There were three *feathers* in her hat.
muff	This is a large and warm *muff.*
tippet	*Tippets* are worn in winter.
apron	Put on your *apron.*
frock	Put on the child's *frock.*
waist	The frock has a long *waist.*
skirt	The *skirts* are torn.
pocket	There is a hole in my *pocket.*
purse	I lost my *purse* out of my pocket.
pocket-book	I did not lose my *pocket-book.*
pocket-handkerchief	I gave a dollar for this *pocket-handkerchief.*
watch	My *watch* is run down.
chain	The *chain* cost ten dollars.
key	The *key* and seal are gold.
seal	The figure of a man's head is on the *seal.*

25th EXERCISE.

Short Phrases, in which an additional list of Adjectives is introduced.

Cheap	A *cheap* hat.	She bought a *cheap* hat.
dear	a *dear* watch.	He bought a *dear* watch.
smooth	a *smooth* skin.	She has a *smooth* skin.
rough	a *rough* beard.	His beard is *rough*.
hungry	a *hungry* child.	The child is *hungry*.
thirsty	a *thirsty* man.	The man is *thirsty*.
ugly	an *ugly* face.	His face is *ugly*.
handsome	a *handsome* girl.	The girl is *handsome*.
pale	a *pale* face	He has a *pale* face; he is sick.
ruddy	a *ruddy* face.	He has a *ruddy* face.
tight	a *tight* coat.	His coat sets *tight*.
loose	a *loose* gown.	Her gown is *loose*.
weak	a *weak* arm.	She has a *weak* arm.
strong	a *strong* horse.	The horse is *strong*.
deaf	a *deaf* girl.	The girl is *deaf*.
dumb	a *dumb* boy.	The boy is *dumb*.
blind	a *blind* man.	There is a *blind* man.
lame	a *lame* beggar.	There is a *lame* beggar.
dead	a *dead* rat.	There is a *dead* rat.
live	a *live* camel.	There is a *live* camel.
bitter	a *bitter* nut.	The nut is *bitter*.
sweet	a *sweet* apple.	The apple is *sweet*.
sour	*sour* vinegar.	The vinegar is *sour*.
sweet	*sweet* sugar.	The sugar is *sweet*.
tender	a *tender* hand.	Her hands are *tender*.
tough	a *tough* skin.	The ox has a *tough* skin.
fresh	a *fresh* fish.	I want a *fresh* fish for dinner.
salt	a *salt* fish.	I want a *salt* fish for dinner.
fair	*fair* weather.	The weather is *fair*.
foul	*foul* weather.	It is *foul* weather.
rainy	a *rainy* day.	It is a *rainy* day.

(25*th* EXERCISE.)

Stormy	A *stormy* night.	The night looks *stormy*.
heavy	a *heavy* stone.	The stone is *heavy*.
light	a *light* feather.	The feather is *light*.
shady	*shady* trees.	The trees are *shady*.
obedient	an *obedient* son.	My son is *obedient*.
diligent	a *diligent* scholar.	He is a *diligent* scholar.
happy	a *happy* parent.	She is a *happy* parent.
unhappy	an *unhappy* temper.	He has an *unhappy* temper.
mutual	a *mutual* agreement.	We made a *mutual* agreement.
severe	a *severe* winter.	Last winter was *severe*.
industrious	the *industrious* bees.	Bees are *industrious* insects.
harmless	*harmless* doves.	Doves are *harmless*.
careless	a *careless* girl.	The girl is *careless*.
careful	a *careful* woman.	The woman is *careful*.

26th EXERCISE.

The Verbs of the 23d Exercise used in the Imperfect Tense, Present Participle, and the Imperative Mood.

To play,	I was *playing*, Go and *play* ball.	I am *playing*,
to peep,	thou wast *peeping*, See him *peep*.	I am *peeping*,
to tell,	he was *telling*, Come and *tell* me.	I am *telling*,
to talk,	I was *talking*, *Talk* to her.	I am *talking*,
to spin,	thou wast *spinning*, Let her *spin*.	thou art *spinning*,
to toss,	he was *tossing*, *Toss* the ball to me.	he is *tossing*,
to read,	she was *reading*, *Read* your book.	she is *reading*,

(26*th* EXERCISE.)

To speak,	I was *speaking*,	I am *speaking*,
	Speak the truth.	
to ride,	thou wast *riding*,	thou art *riding*,
	Ride the horse.	
to hold,	he was *holding*,	he is *holding*,
	Hold him fast.	
to cut,	I was *cutting*,	I am *cutting*,
	Do not *cut* your hand.	
to fly,	he was *flying*,	he is *flying*,
	Fly from danger.	
to dig,	I was *digging*,	I am *digging*,
	Dig a hole in the ground.	
to dine,	he was *dining*,	he is *dining*,
	Let us *dine* together.	
to pray,	he was *praying*,	he is *praying*,
	Pray for me.	
to mind,	she was *minding*,	she is *minding*,
	Mind your book.	
to learn,	she was *learning*,	she is *learning*,
	Learn your lesson.	
to sing,	I was *singing*,	I am *singing*,
	Sing no more.	
to dance,	she was *dancing*,	she is *dancing*,
	See her *dance.*	
to stay,	he *staid*,	he is *staying*,
	Stay till night.	
to bring,	he *brought*,	he is *bringing*,
	Bring my hat.	
to clean,	I was *cleaning*,	I am *cleaning*,
	Clean my shoes.	
to shut,	I *shut* the door,	I am *shutting* the door,
	Shut the door.	
to open,	I *opened* it,	I am *opening* it,
	Open the closet.	
to say,	I *said* my prayers,	I am *saying*,
	Say your prayers.	

(26*th* EXERCISE.)

To brush,	I was *brushing*,	I am *brushing*,
	Brush my boots.	
to ring,	I *rang* the bell,	I am *ringing*,
	Ring the bell.	
to laugh,	I was *laughing*,	I am *laughing*,
	Laugh at her.	
to smile,	I *smiled*,	I am *smiling*,
	Smile again.	
to blow,	I was *blowing*,	I am *blowing*,
	Blow out the candle.	
to sail,	I *sailed*,	I am *sailing*,
	Go *sail* in the boat.	
to drive,	he *drove*,	he is *driving*,
	Drive faster.	
to beat,	he was *beating*,	he is *beating*,
	Beat the drum.	
to burn,	she was *burnt*,	she is *burning*,
	Burn your finger.	
to shine,	the sun was *shining*,	the sun is *shining*,
	Let the sun *shine*.	
to sting,	the bees were *stinging*,	the bees are *stinging*,
	Let the bees *sting*.	
to bake,	the pye was *baking*,	the pye is *baking*,
	Bake a pye for me.	
to soar,	he was *soaring*,	he is *soaring*,
	Let he eagles *soar*.	
to buy,	she was *buying*,	she is *buying*,
	Buy me a pye.	
to sell,	he was *selling*,	he is *selling*,
	Sell me some nuts.	
to spit,	he *spit* in the box,	he is *spitting*,
	Spit in the box.	
to flow,	the tide was *flowing*,	the tide is *flowing*,
	Let the tide *flow*.	
to swim,	he *swam* in the river,	he is *swimming*,
	Swim in the river.	

(26*th* EXERCISE.)

To dive,	he was *diving*,	he is *diving*,
	Dive under water.	
to make,	I was *making* a pen,	I am *making* a pen,
	Make me a pen.	
to kill,	he *killed* the dog,	he is *killing* the dog,
	Kill the dog.	
to roast,	the meat was *roasting*,	it is *roasting*,
	Roast the meat.	
to boil,	the pot was *boiling*,	it is *boiling*,
	Boil the pot.	
to fry,	the oysters were *fried*,	they are *frying*,
	Fry me some oysters.	
to broil,	the fish was *broiling*,	the fish is *broiling*,
	Broil me a fish.	
to stew,	she *stewed* the meat,	the meat is *stewing*,
	Stew the meat well.	
to turn,	he *turned* over,	he is *turning* over,
	Let them *turn* over.	

27th EXERCISE.

Words of six or more Letters, represented by sensible Objects.



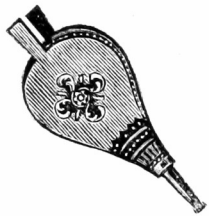
Anchor



Beggar



Bonnet



Bellows



Bottle



Basket



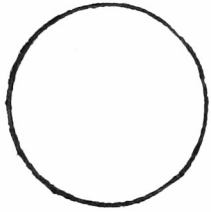
Curtains



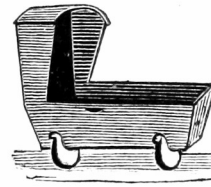
Church



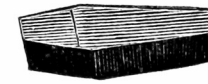
Candle



Circle

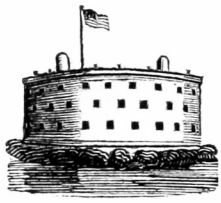


Cradle

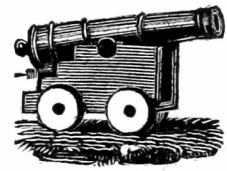


Coffin

(27*th* EXERCISE.)



Castle



Cannon



Dagger



Drummer



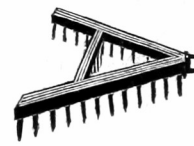
Drunkard



Funnel



Feather



Harrow



Hammer



Hatchet



Ladder



Lobster

(11*th* EXERCISE.)



Monkey



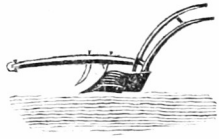
Mortar



Oyster



Pincers



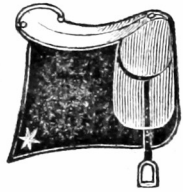
Plough



Rabbit



Shovel



Saddle



Scythe



Squirrel



Suspenders

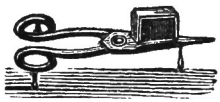


Spider

(27*th* EXERCISE.)



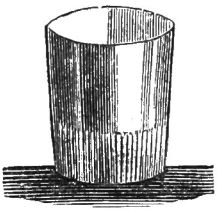
Soldier



Snuffers



Thimble



Tumbler



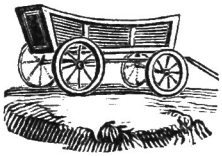
Umbrella



Parasol



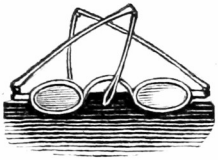
Violin



Waggon



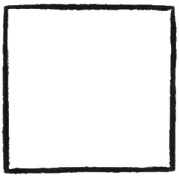
Compasses



Spectacles

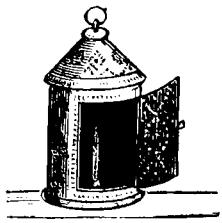


Scissars



Square

(27*th* EXERCISE.)



Lantern



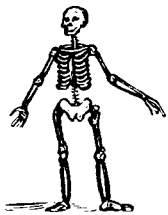
Barrel



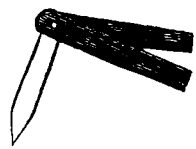
Scales



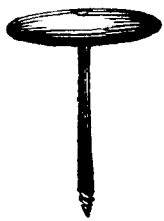
Trowel



Skeleton



Lancet



Gimblet

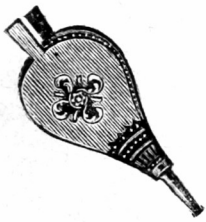


Steelyard

28th EXERCISE.

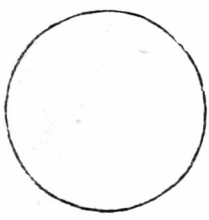
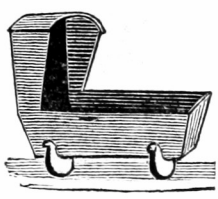
To practise the Pupils, as with the 5th, 11th and 20th Exercises.

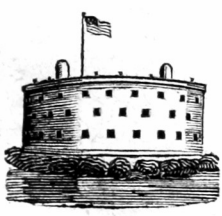
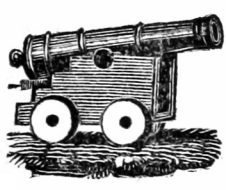






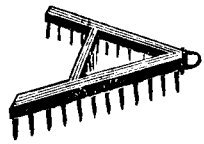



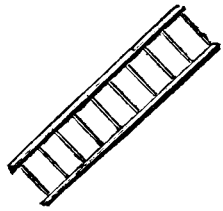



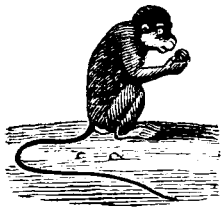

(28*th* EXERCISE.)

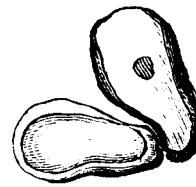
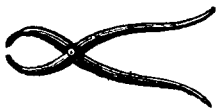
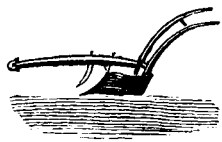




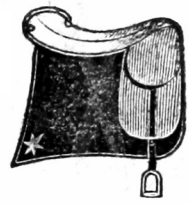




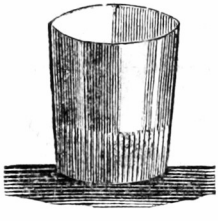

(28*th* EXERCISE.)





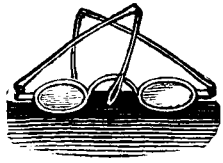


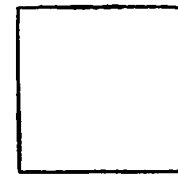
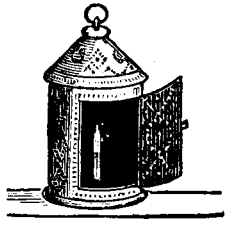




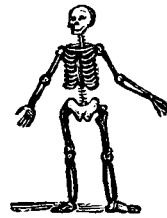


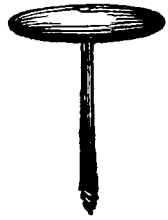

(28*th* EXERCISE.)










29th EXERCISE.

To practise the Pupils, as with the 6th, 12th and 21st Exercises.

Anchor	Dagger	Plough	Violin
Beggar	Drummer	Rabbit	Waggon
Bonnet	Drunkard	Shovel	Compasses
Bellows	Funnel	Saddle	Spectacles
Bottle	Feather	Scythe	Scissars
Basket	Harrow	Squirrel	Square
Curtains	Hammer	Suspenders	Lantern
Church	Hatchet	Spider	Barrel
Candle	Ladder	Soldier	Scales
Circle	Lobster	Snuffers	Trowel
Cradle	Monkey	Thimble	Skeleton
Coffin	Mortar	Tumbler	Lancet
Castle	Oyster	Umbrella	Gimblet
Cannon	Pincers	Parasol	Steelyard

30th EXERCISE.

Food and Drinks, and their kinds.

1. Vegetables.

Potato	A *potato* grows under the ground.
potatoes	*Potatoes* are good roasted or boiled.
turnips	*Turnips* are good boiled.
beets	*Beets* are red and grow under ground.
asparagus	I am fond of *asparagus*.
carrots	*Carrots* are good in soup.
parsnips	I do not love *parsnips*.
sallad	I eat *sallad* with oil and vinegar.
cabbage	*Cabbage* is wholesome boiled.
cucumbers	She loves *cucumbers* and onions.

(30*th* EXERCISE.)

Celery	*Celery* makes me sick.
onions	*Onions* have a strong smell.
radishes	She eats *radishes* without salt.
horse-radish	*Horse-radish* flies up my nose.
beans	*Beans* grow in a pod } *Beans* and *peas* grow
peas	*Peas* grow in a pod } in pods.
spinage	Pour some vinegar on your *spinage.*
squash	This is very good *squash.*
pumpkins	*Pumpkins* grow on vines.

2. MEATS.

Beef	*Beef* is the meat of an ox or a cow.
beef-steak	*Beef-steak* is broiled.
roast-beef	*Roast-beef* is cooked before the fire.
corned-beef	*Corned-beef* is boiled in a pot.
veal	*Veal* is the meat of a calf.
veal-cutlet	*Veal-cutlet* is fried in a pan.
mutton	*Mutton* is the meat of a sheep.
lamb	I love *lamb* and peas.
pork	*Pork* is the meat of a hog.
fresh-pork	I love *fresh-pork* } *Fresh-pork* is better than
salt-pork	I love *salt-pork* } *salt-pork.*
pork-steaks	*Pork-steaks* are good eating.
bacon	*Bacon* is pork salted and smoked.
ham	A good *ham* is the best of food.
fowls	*Fowls* are plenty about new-year.
turkey	Buy me a good large *turkey.*
goose	I bought a fat *goose.*
duck	Roast the *duck* for dinner.
chickens	I want a pair of *chickens.*
quails	*Quails* are too dear to buy.
pigeons	*Pigeons* are cheap at three cents.
venison	*Venison* is the meat of a deer.
oysters	He eats raw *oysters.*
fried-oysters	I love *fried-oysters.*
stewed-oysters	*Stewed-oysters* are best.

(30*th* EXERCISE.)

Oyster-pye	An *oyster-pye* is good.
clams	*Clams* are good food.
fried-clams	*Clams* are best fried. I am fond of *fried-clams.*
sausages	*Sausages* are made of the meat of a hog.
fish	*Fishes* swim in the water.
fresh-fish	*Fresh-fish* is wholesome food.
salt-fish	*Salt-fish* does not spoil.
boiled-fish	We had *boiled-fish* for dinner.
broiled-fish	We had a *broiled-fish* at breakfast.
fried-fish	I do not love *fried-fish.*

3. SOUPS.

Beef-soup	I love *beef-soup.*
veal-soup	He loves *veal-soup.*
mutton-soup	She loves *mutton-soup.*
lamb-soup	*Lamb-soup* is good for the sick.
calves-head-soup	I am very fond of *calves-head-soup.*
chicken-soup	Make me some *chicken-soup.*
turtle-soup	We dined upon *turtle-soup.*
oyster-soup	The *oyster-soup* was excellent.
clam-soup	*Clam-soup* is rich and nourishing.
vermicelli-soup	I am not fond of *vermicelli-soup.*

4. FRUITS.

Water-melon	This is a red-core *water-melon.*
musk-melon	The *musk-melon* is very sweet.
limes	*Limes* are sour.
figs	*Figs* are full of little seeds.
lemons	*Lemons* are sour and have thick skins.
oranges	*Oranges* are sweet.
apples	*Apples* are plenty this season.
peaches	*Peaches* are scarce.
pears	*Pears* are not ripe.
dates	*Dates* grow in Africa.
plums	*Plums* grow on plum-trees.

(30*th* EXERCISE.)

Prunes	*Prunes* are dried plums.
cherries	*Cherries* are ripe in June and July.
grapes	*Grapes* grow on grape-vines.
strawberries	*Strawberries* are sold in little baskets.
raspberries	*Raspberries* are four cents a basket.
cranberries	*Cranberries* are eight cents a quart.
gooseberries	*Gooseberries* are dear.
currants	*Currants* and gooseberries make good tarts.
pine-apple	The *pine-apple* is delicious.

5. DRINKS.

Water	I want a drink of *water*.
cider	Give me a drink of *cider*.
wine	I will drink some *wine* and water.
porter	*Porter* makes my head ache.
beer	I do not love *beer*; it is bitter.
spirits	Take some *spirits* and water.
brandy	Bathe his side with *brandy*.
gin	I cannot drink *gin*.

31st EXERCISE.

Household and Table Furniture.

Side-board	That is an elegant *side-board*.
table	Lay your hat on the *table*.
chair	Take a *chair* and sit down.
looking-glass	I see myself in the *looking-glass*.
picture	The *picture* hangs against the wall.
wash-stand	The *wash-stand* is too high.
wash-basin	Pour water in the *wash-basin*.
soap	Give me some *soap* to wash my hands.
towel	Hand me the *towel*.
clock	The *clock* stands in the corner.
urn	Put the *urn* on the table.
mat	Wipe your feet on the *mat* by the door.

(31*st* EXERCISE.)

Rug	This is a new *rug*.
carpet	The *carpet* is almost worn out.
kettle	Hang the *kettle* over the fire.
tea-kettle	Fill the *tea-kettle*. The *tea-kettle* boils.
frying-pan	The *frying-pan* is dirty; clean it.
grid-iron	Broil a fish on the *grid-iron*.
griddle	The *griddle* is broken.
pail	Go to the pump and bring a *pail* of water.
spit	Turn the *spit* or the meat will burn.
ladle	Take the *ladle* out of the pot.
skimmer	Skim the cream off the milk with the *skimmer*.
broom	Sweep the floor with the new *broom*.
seat	Take a *seat* if you please.
bench	Sit down on the *bench*.
stool	The *stool* is too low.
sofa	Take a seat on the *sofa;* if you please Ladies.
bureau	The *bureau* is full of clothes.
drawer	Open the *drawer* and take out the shawl.
secretary	The pen and ink are in the *secretary*.
book-case	Put this book in the *book-case*.
candle	The *candle* is almost burnt out.
candle-stick	Clean the *candle-stick*.
snuffers	Bring me the *snuffers*.
extinguisher	Put out the candle with the *extinguisher*.
bed	Go up stairs and make up your *bed*.
bolster	The *bolster* is gone.
pillow	The *pillow* is dirty.
pillow-case	Put on a clean *pillow-case*.
bed-stead	The *bed-stead* has high posts.
bed-clothes	I have not *bed-clothes* enough to keep me warm.
mattress	I sleep on a *mattress* in summer.
straw-bed	A *straw-bed* is best in hot weather.
feather-bed	A *feather-bed* is best in cold weather.
sheets	There are no *sheets* on my bed.

(31*st* EXERCISE.)

Blanket	I have only one *blanket.*
bed-spread	The *bed-spread* is clean.
bed-curtains	I took down the *bed-curtains.*
counterpane	This is a beautiful white *counterpane.*
bed-pan	You must get a *bed-pan;* he is sick and cannot rise.
bed-quilt	I am making a *bed-quilt.*
warming-pan	The bed was warmed with a *warming-pan.*
cup	Give me a *cup* of tea.
saucer	The *saucer* is cracked.
porringer	The *porringer* is full.
tumbler	Give me a *tumbler* of beer.
coffee-pot	The *coffee-pot* is empty.
milk-pot	The *milk-pot* is full.
lamp	Light the *lamp.* The *lamp* is lighted.
wick	The *wick* is too thick.
shovel	The *shovel* is bent.
tongs	Hand me the *tongs.*
salt-celer	Fill the *salt-celer.*
pepper-box	Empty the *pepper-box.*
sauce-boat	Take care, you will upset the *sauce-boat.*
pitcher	Fill the *pitcher* with cider.
tea-pot	Put the tea in the *tea-pot.*
sugar-dish	There is the *sugar-dish.*
poker	The fire burns dull; hand me the *poker.*
smoothing-iron	The *smoothing-iron* is hot.
bellows	Blow the fire with the *bellows.*
and-irons	Clean the *and-irons.*
grate	Bring some coal to put in the *grate.*
fender	Put the *fender* before the fire.
tub	The *tub* leaks.
mustard-pot	The *mustard-pot* is cracked.
vinegar-cruet	There is no vinegar in the *vinegar-cruet.*
oil-cruet	I have just filled the *oil-cruet* with oil.
glass	Give me the *glass,* I want a drink.
decanter	The *decanter* has nothing in it.

(31*st* EXERCISE.)

Slop-bowl	Get the *slop-bowl* out of the closet.
window-curtains	The *window-curtains* are dirty.
plate	Change my *plate.*
knife	My *knife* is dirty; so is my *fork.*
fork	Give me a clean *knife* and *fork.*
spoon	Bring me a *spoon.*
dish	Put the ham on the large *dish.*
dishes	Wash the *dishes.*
tea-cup	Fill my *tea-cup.*
coffee-cups	The *coffee-cups* are large.
sugar-tongs	The *sugar-tongs* are made of silver.
tea-spoon	The *tea-spoon* is bent.
table-spoon	The *table-spoon* is heavy.
soup-ladle	The *soup-ladle* is in the closet.

32d EXERCISE.

A House, its Parts and Materials.

House	This *house* stands alone.
wooden-house	That is a *wooden-house.*
stone-house	He lives in a *stone-house.*
brick-house	He owns a *brick-house.*
foundation	The *foundation* is made of stone.
walls	The *walls* are very high.
partitions	The *partitions* are made of brick.
rooms	The *rooms* of this house are large.
ceiling	The *ceilings* are very white.
floor	The *floor* is dirty.
fire-place	The *fire-place* smokes.
mantle-piece	The *mantle-piece* is wood.
jambs	The *jambs* and flares are marble.
flares	The *flares* are black with smoke.
tunnel	The smoke goes up the *tunnel* of the chimney.
stoop	Your house has a high *stoop.*
steps	I fell on the *steps* of the stoop.

(32*d* EXERCISE.)

Scraper	There is a *scraper* by the door.
bell	Ring the *bell.*
knocker	I cannot reach the *knocker.*
gate	Open the *gate.*
door	Shut the *door* after you.
hinge	The *hinge* of the door is broken.
bar	Put the *bar* upon the door at night.
bolt	The door has no *bolt.*
lock	Turn the *key* to lock the door.
key	The key is lost and the *lock* is broke.
key-hole	He is peeping through the *key-hole.*
latch	Lift the *latch* and open the door.
pad-lock	There is a *pad-lock* on the gate.
door-lock	The *door-lock* is out of order.
stairs	He fell down *stairs* and hurt himself.
stair-railing	The boy fell over the *stair-railing* and was killed.
bannisters	Some of the *bannisters* are loose.
kitchen	That is a smoky *kitchen.*
story	This is a three *story* house.
garret	There are bed-rooms in the *garret.*
front-room	The *front-room* is a very large one.
parlour	The *parlour* is in the second story.
library	The *library* is in the back room.
dining-room	The *dining-room* is on the first floor.
bed-room	My *bed-room* is small.
closet	Come out of the *closet.*
shelf	Lay the bread on the *shelf.*
pantry	The butter is in the *pantry.*
oven	We baked an *oven* full of pies.
chimney	The *chimney* wants to be swept.
hearth	The *hearth* has settled.
corner	My cane stands in the *corner.*
roof	This house has a slate *roof.*
rafters	The *rafters* are rotten.
beams	The floor is laid upon the *beams.*

(32*d* EXERCISE.)

Gutter	The rain falls on the roof, and runs into the *gutter*.
leader	The *leader* carries the rain into the cistern.
posts	The *posts* of the fence are high.
fence	The *fence* is made of boards.
window	The *window* has no shutters.
blinds	There are inside *blinds*.
glass	The panes of *glass* are large.
pane	There is one *pane* broken.
sash	Raise the *sash*.
shutter	Open the *shutter*.
lime	*Lime* is white.
clay	*Clay* is yellow.
mortar	*Mortar* is made of lime, sand and clay.

33d EXERCISE.

A Miscellaneous Exercise on preceding Words.

I drink tea.
He drinks coffee.
She sleeps late.
We rise early.
It is early.
It is not late.
I love you.
We go to school.
It is my book.
They eat fish.
He saw us.
This book is mine.
The hat is his.
The marbles are yours.
That is my money.
They are her apples.
This is his knife.
The pens are ours.
He lives on fish.
They live on vegetables.
She eats potatoes.
They eat beets.
I love turnips.
He loves asparagus.
Eat the carrots.
I eat pork and parsnips.
Sallad makes me sleepy.
I eat boiled cabbage.
She eats cucumbers.
Your breath smells of onions.
Onions have a strong smell.
Onions smell bad.
Radishes are good if tender.
He hates horse-radish.
It burns my mouth.
It flies up my nose.
They tasted the beans.
I love squashes.

(33*d* EXERCISE.)

He eats boiled pork & squash.
Spinage tastes good.
I drink water.
You drink cider.
He drinks wine.
We drink porter.
They drink beer.
I tasted the spirits and water.
He smells the brandy.
He drinks gin.
The beef is fat.
The pork is sweet.
The veal is poor.
The mutton is bad.
I dined on lamb and peas.
He dines on beef-steak.
She eats veal-cutlet.
They dine on turkey.
Do you cut the beef.
Blow the fire.
You will burn the turkey.
Kill the ducks for dinner.
Open the oysters.
Roast the venison.
Boil the fowls.
Fry the sausages.
Bake an oyster-pye.
Let a fish be broiled.
Bake the apples.
Give me fried clams.
I want an orange.
Give me a penny.
This is a large house.
It cost a great deal.
It was built last year.
The grapes are green.
They are not ripe.
The house is on fire.
Two houses were burnt down.
They will be rebuilt.
I saw a beggar.
You must not beg.
I saw the soldiers.
They fired the guns.
I was close by them.
They jarred me very much.
I did not hear them.
The candle went out.
Light it again.
Make a circle.
Stand in a circle.
Make up a fire.
Go to church.
I saw him buried.
We must all die.

34th EXERCISE.

A Promiscuous Exercise.

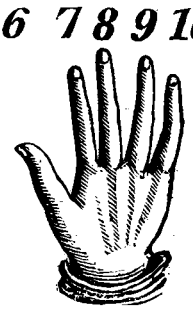
Morning	Noon	Night
forenoon	afternoon	evening
breakfast	dinner	supper

I wake in the morning and get out of bed.
Then I dress myself, and wash my hands and face.
I eat my breakfast before I go to school.
I go to school at nine o'clock in the morning.
School is out at one o'clock in the afternoon.
At twelve o'clock it is noon.
When school is out I am hungry, and go home to dinner.
There is no school in the afternoon.
We drink tea in the afternoon.
We are in school all the forenoon.
We have supper at night.
We study our lessons in the evening.
I sleep at night up stairs in a bed.
I eat bread, meat and potatoes at dinner.
It was late in the evening before we drank tea.
It was almost night when we drank tea.
I eat bread and milk for my supper.
I chew my meat with my teeth.
The baby sucks; it has no teeth, and cannot eat.
I see the ladies in the room.
I cannot speak because I am Deaf and Dumb.
A rose has a sweet smell.
It grows on a rose-bush.
Lemonade is made of the juice of lemons or limes.
Lemons and limes have a sour juice.
My father gave me a picture book.
I love my mamma and my papa.
I say my prayers morning and night.

35th EXERCISE.

NUMBERS.





1st. CARDINAL NUMBERS.

One	1	Twenty-four	24	Forty-seven	47
Two	2	Twenty-five	25	Forty-eight	48
Three	3	Twenty-six	26	Forty-nine	49
Four	4	Twenty-seven	27	Fifty	50
Five	5	Twenty-eight	28	Fifty-one	51
Six	6	Twenth-nine	29	Fifty-two	52
Seven	7	Thirty	30	Fifty-three	53
Eight	8	Thirty-one	31	Fifty-four	54
Nine	9	Thirty-two	32	Fifty-five	55
Ten	10	Thirty-three	33	Fifty-six	56
Eleven	11	Thirty-four	34	Fifty-seven	57
Twelve	12	Thirty-five	35	Fifty-eight	58
Thirteen	13	Thirty-six	36	Fifty-nine	59
Fourteen	14	Thirty-seven	37	Sixty	60
Fifteen	15	Thirty-eight	38	Sixty-one	61
Sixteen	16	Thirty-nine	39	Sixty-two	62
Seventeen	17	Forty	40	Sixty-three	63
Eighteen	18	Forty-one	41	Sixty-four	64
Nineteen	19	Forty-two	42	Sixty-five	65
Twenty	20	Forty-three	43	Sixty-six	66
Twenty-one	21	Forty-four	44	Sixty-seven	67
Twenty-two	22	Forty-five	45	Sixty-eight	68
Twenty-three	23	Forty-six	46	Sixty-nine	69

(*35th* EXERCISE.)

Seventy	70	Ninety-six	96
Seventy-one	71	Ninety-seven	97
Seventy-two	72	Ninety-eight	98
Seventy-three	73	Ninety-nine	99
Seventy-four	74	One hundred	100
Seventy-five	75	One hundred and one	101
Seventy-six	76	One hundred and two	102
Seventy-seven	77	One hundred and three	103
Seventy-eight	78	One hundred and four	104
Seventy-nine	79	One hundred and five	105
Eighty	80	One hundred and six	106
Eighty-one	81	One hundred and seven	107
Eighty-two	82	One hundred and eight	108
Eighty-three	83	One hundred and nine	109
Eighty-four	84	One hundred and ten	110
Eighty-five	85	Two hundred	200
Eighty-six	86	Three hundred	300
Eighty-seven	87	Four hundred	400
Eighty-eight	88	Five hundred	500
Eighty-nine	89	Six hundred	600
Ninety	90	Seven hundred	700
Ninety-one	91	Eight hundred	800
Ninety-two	92	Nine hundred	900
Ninety-three	93	One thousand	1,000
Ninety-four	94	Ten thousand	10,000
Ninety-five	95	One million	1,000,000

2d. ORDINAL NUMBERS.

First	1st	Ninth	9th
Second	2nd	Tenth	10th
Third	3rd	Eleventh	11th
Fourth	4th	Twelfth	12th
Fifth	5th	Thirteenth	13th
Sixth	6th	Fourteenth	14th
Seventh	7th	Fifteenth	15th
Eighth	8th	Sixteenth	16th

(*35th* EXERCISE.)

Seventeenth	17th	Fiftieth	50th
Eighteenth	18th	Sixtieth	60th
Nineteenth	19th	Seventieth	70th
Twentieth	20th	Eightieth	80th
Thirtieth	30th	Ninetieth	90th
Fortieth	40th	One hundredth	100th

3d. NUMERICAL ADVERBS.

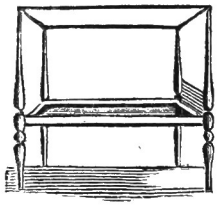
Firstly	Fourthly	Seventhly
Secondly	Fifthly	Eighthly
Thirdly	Sixthly	Ninthly

4th. ROMAN NUMBERS.

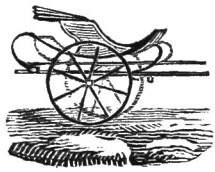
One	1	I	Forty	40	XL
Two	2	II	Forty-five	45	XLV
Three	3	III	Fifty	50	L
Four	4	IV	Fifty-five	55	LV
Five	5	V	Sixty	60	LX
Six	6	VI	Sixty-five	65	LXV
Seven	7	VII	Seventy	70	LXX
Eight	8	VIII	Seventy-five	75	LXXV
Nine	9	IX	Eighty	80	LXXX
Ten	10	X	Eighty-five	85	LXXXV
Eleven	11	XI	Ninety	90	XC
Twelve	12	XII	Ninety-five	95	XCV
Thirteen	13	XIII	One hundred	100	C
Fourteen	14	XIV	Two hundred	200	CC
Fifteen	15	XV	Three hundred	300	CCC
Sixteen	16	XVI	Four hundred	400	CCCC
Seventeen	17	XVII	Five hundred	500	D
Eighteen	18	XVIII	Six hundred	600	DC
Nineteen	19	XIX	Seven hundred	700	DCC
Twenty	20	XX	Eight hundred	800	DCCC
Twenty-five	25	XXV	Nine hundred	900	DCCCC
Thirty	30	XXX	One thousand	1000	M
Thirty-five	35	XXXV			

36th EXERCISE.

Compound Words represented by sensible Objects.



Bed-stead



Riding-chair



Watch-chain



Fish-hook



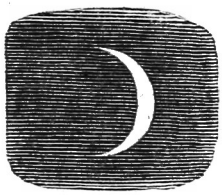
Pen-knife



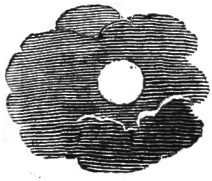
Door-lock



Pad-lock



New-moon

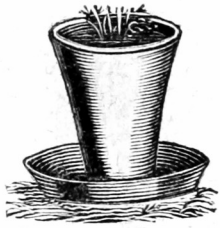


Full-moon



Tea-pot

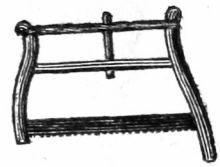
(36*th* EXERCISE.)



Flower-pot



Hand-saw



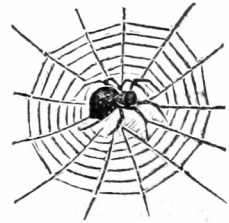
Buck-saw



Whip-saw



Cork-screw



Spider-web



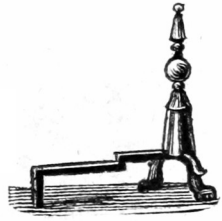
Bee-hive



Broad-axe

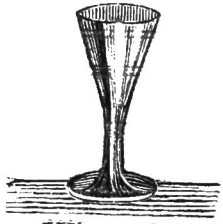


Tea-kettle

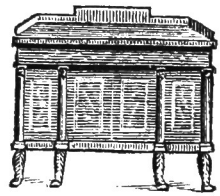


And-iron

(36*th* EXERCISE.)



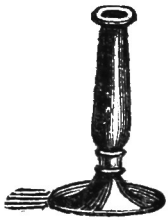
Wine-glass



Side-board



Looking-glass



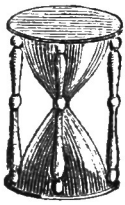
Candle-stick



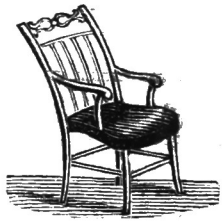
Ink-stand



Drawing-knife



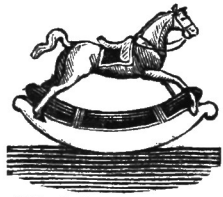
Hour-glass



Arm-chair

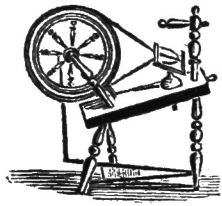


Scap-net

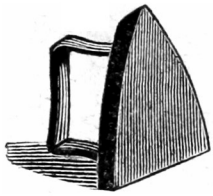


Hobby-horse

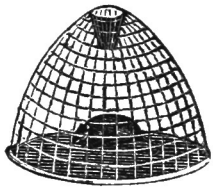
(36*th* EXERCISE.)



Spinning-wheel



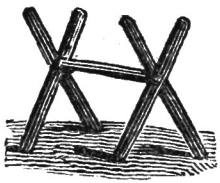
Smoothing-iron



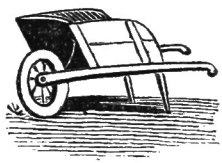
Rat-trap



Jews-harp



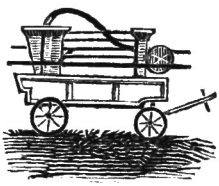
Saw-buck



Wheel-barrow



Wind-mill



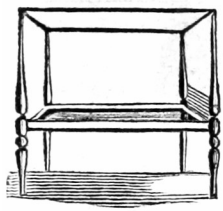
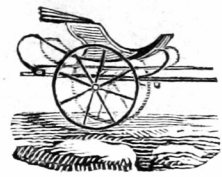
Fire-engine



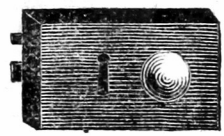
Powder-horn

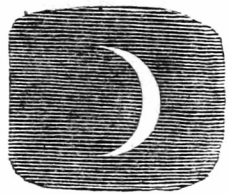
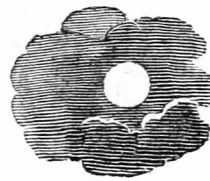
37th EXERCISE.

To practise the Pupils, as with the 5th, 11th, 20th and 28th Exercises.

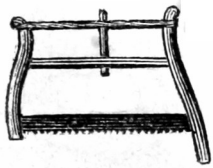







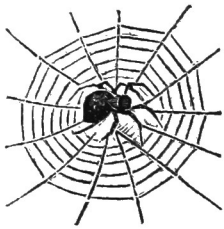





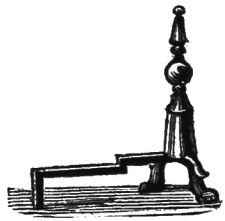
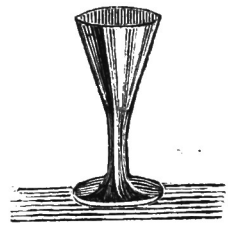
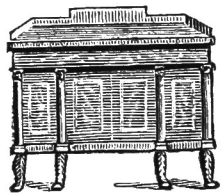
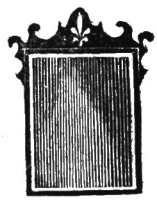
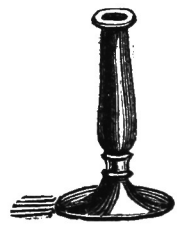


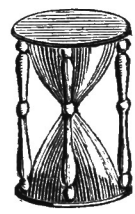
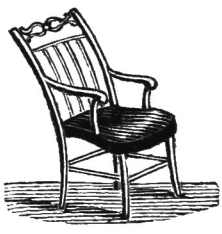


(37*th* EXERCISE.)



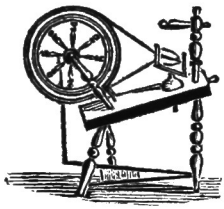


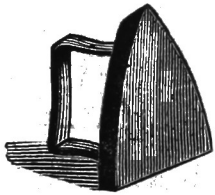






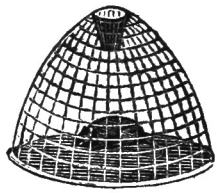






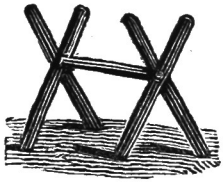
(*37th* EXERCISE.)

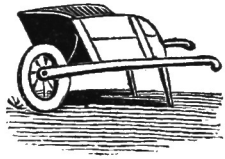


















38th EXERCISE.

To practise the Pupils, as with the 6th, 12th, 21st and 29th Exercises.

Bed-stead	Whip-saw	Hour-glass
Riding-chair	Cork-screw	Arm-chair
Watch-chain	Spider-web	Scap-net
Fish-hook	Bee-hive	Hobby-horse
Pen-knife	Broad-axe	Spinning-wheel
Door-lock	Tea-kettle	Smoothing-iron
Pad-lock	And-iron	Rat-trap
New-moon	Wine-glass	Jews-harp
Full-moon	Side-board	Saw-buck
Tea-pot	Looking-glass	Wheel-barrow
Flower-pot	Candle-stick	Wind-mill
Hand-saw	Ink-stand	Fire-engine
Buck-saw	Drawing-knife	Powder-horn

39th EXERCISE.

A School and its Appendages.

School	I go to the *school* for the Deaf and Dumb.
teacher	The *teacher* learns us to read and write.
teachers	We have three *teachers*.
principal	Mr. L. is *principal*.
assistant-teacher	We have two *assistant-teachers*.
under-teacher	We have no *under-teacher*.
tutor	We have no *tutor* nor under-teacher.
scholar	She is an attentive *scholar*.
letter	That is the first *letter* of the alphabet.
syllable	The word has three *syl-la-bles*.
word	I cannot speak that *word*.
book	He tore a leaf out of my *book*.

(39*th* EXERCISE.)

Page	You must learn the whole *page.*
margin	The *margin* of the book is blotted.
leaf	Turn over the *leaf.*
alphabet	Give me the Deaf and Dumb *alphabet.*
desk	It lies on the writing *desk.*
benches	These are long *benches.*
form	The *form* is not high.
ink	I have no *ink.*
inkstand	Fill his *inkstand* with ink.
quill	This *quill* is split.
pen	Mend my *pen* and make it good.
paper	She writes on *paper.*
blotting-paper	The *blotting-paper* absorbs the ink.
ruler	Bring me the round *ruler.*
slate	The *slate* is broken.
pencil	My *pencil* is lost.
slate-pencil	Get me a *slate-pencil.*
lead-pencil	Buy me a *lead-pencil.*
crayon	This *crayon* is not good : it is too hard.
sand-box	Fill the *sand-box* with black sand.
seal	The *seal* of the letter is broken.
wafer	I have no *wafer* to seal my letter.
sealing-wax	Bring me the *sealing-wax.*
pen-knife	My *pen-knife* is sharp.
writing-book	It is her *writing-book.*
pointer	Hand the *pointer* to him.
map	Look at the *map.*

40th EXERCISE.

Meals and their Parts.

Breakfast	We take *breakfast* in the morning.
dinner	Our *dinner* is not ready.
supper	They have eaten *supper.*
tea	We had cake and rusk with our *tea.*

(40*th* EXERCISE.)

Coffee	My *coffee* is not sweet.
chocolate	Stir your *chocolate* with the spoon.
loaf	Bring me the *loaf* of wheat-bread.
loaves	Bake four *loaves* of bread.
bread	The *bread* is sour.
wheat-bread	I prefer *wheat-bread* to rye.
rye-bread	*Rye-bread* is sweeter than wheat.
fresh-bread	I think *fresh-bread* and butter is best.
stale-bread	*Stale-bread* is best to make toast.
biscuit	The *biscuit* is excellent.
cracker	The *cracker* is hard.
toast	Make *toast* of the stale-bread.
rusk	He bakes fresh *rusk* every day.
cake	Give me a piece of *cake.*
nut-cake	I want a *nut-cake.*
griddle-cakes	I will make some *griddle-cakes* to-day.
crumbs	Save the *crumbs* of bread for the chickens.
crust	Give me the *crust* of bread.
slice	Take this *slice* of bread and butter.
bit	I have not had a *bit* before.
mouthful	He did not eat a *mouthful.*
milk	The cow gives a pail full of *milk.*
cream	*Cream* rises on the top of the milk.
butter	*Butter* is made of cream.
cheese	*Cheese* is made of milk.
sugar	*Sugar* is very sweet.
meat	*Meat* is boiled into soup.
boiled-meat	We have *boiled-meat* for dinner.
fried-meat	We had *fried-meat* for breakfast.
broiled-meat	He loves *broiled-meat.*
roast-meat	I love *roast-meat.*
hashed-meat	Take some of this *hashed-meat.*
stewed-meat	The *stewed-meat* is very good.
eggs	Fry the *eggs* with the ham.
salt	Put some *salt* on the meat.

(40*th* EXERCISE.)

Pepper	The boiled meat has no *pepper* on it.
pickles	*Pickles* are good with roast-meat.
mustard	*Mustard* is not good for children.
oil	*Oil* is good on sallad, with salt and vinegar.
vinegar	Bring the *vinegar* to me.
custard	The *custard* is made of milk.
pudding	This is a very good *pudding*.
sweetmeats	I am fond of *sweetmeats*.
sauce	Put some *sauce* on my pudding.
jelly	She is fond of *jelly*.
gravy	Give me a spoonful of *gravy*.

41st EXERCISE.

A Year and the Seasons.

A year	There are twelve months in *a year*.
a month	There are four weeks in *a month*.
a week	There are seven days in *a week*.
a day	There are twenty-four hours in *a day*.
an hour	*An hour* has sixty minutes in it.
a minute	*A minute* has sixty seconds in it.
a second	*A second* is a short period of time.
Spring	Grass begins to grow in the *Spring*.
Summer	In *Summer* it is very hot.
Autumn	Apples are ripe in *Autumn*.
Winter	In *Winter* it is very cold.
dawn of day	I awoke at the *dawn of day*.
sun-rise	I saw the sun rise. I got up at *sun-rise*.
morning	The *morning* is pleasant.
forenoon	It rained this *forenoon*.
noon	We dine at *noon*.
afternoon	We have no *afternoon* school.
sun-set	The weather was clear at *sun-set*.
evening	The *evening* is cloudy.
night	It thundered at *night*.

(41*st* EXERCISE.)

Midnight	He sat up till *midnight.*
to-day	I am well *to-day.*
yesterday	I was sick *yesterday.*
to-morrow	I am going to school *to-morrow.*
Sunday	*Sunday* is the first day of the week.
Monday	*Monday* is the second day of the week.
Tuesday	*Tuesday* is the third day of the week.
Wednesday	*Wednesday* is the fourth day of the week.
Thursday	*Thursday* is the fifth day of the week.
Friday	*Friday* is the sixth day of the week.
Saturday	*Saturday* is the seventh day of the week.
last year	I lived in Albany *last year.*
this year	*This year* is most gone.
next year	I am going home *next year.*
last month	It was very pleasant weather *last month.*
this month	The name of *this month* is May.
next month	*Next month* is called June.
last week	I went into the bath *last week.*
this week	It is too cold *this week* to go in the water.
next week	*Next week* we shall have an examination.
one hour	School has been out *one hour.*
two hours	I will go in *two hours.*
three hours	You have been gone *three hours.*
half an hour	Come back again in *half an hour.*
a quarter of an hour	*A quarter of an hour* is long enough.
an hour and a half	He was gone *an hour and a half.*
an hour and a quarter	You have been gone *an hour and a quarter.*
beginning	This is the *beginning* of the year.
middle	This is the *middle* of the stick.
end	This is the *end* of the string.

(41*st* EXERCISE.)

One o'clock	It is *one o'clock.*
two o'clock	It is *two o'clock.*
three o'clock	It is half after *three o'clock.*
four o'clock	It wants half an hour of *four o'clock.*
five o'clock	School will be out at *five o'clock.*
six o'clock	It is not *six o'clock.*
seven o'clock	It wants a few minutes of *seven o'clock.*
eight o'clock	It is almost *eight o'clock.*
nine o'clock	It is after *nine o'clock.*
ten o'clock	It is nearly *ten o'clock.*
eleven o'clock	At *eleven o'clock* I must go.
twelve o'clock	It is noon at *twelve o'clock.*
aurora	*Aurora* follows the dawn of day.
twilight	*Twilight* follows sun-set.
Spring	The grass begins to grow in the *Spring.*
Summer	In *Summer* it is hot weather.
Autumn	Fruit is ripe in *Autumn.*
Winter	It is cold weather in *Winter.*
season	The cold *season* is past.
seasons	There are four *seasons* in a year.
January	*January* is the beginning of the year.
"	*January* is the first month of the New Year.
February	*February* is the month of snow.
"	*February* is the second month in the year.
March	*March* is the month of winds.
"	*March* is the third month in the year.
April	*April* is the month of rain.
"	*April* is the fourth month in the year.
May	*May* is the month of flowers.
"	*May* is the fifth month in the year.
June	*June* is the month of mowing.
"	*June* is the sixth month in the year.
July	*July* is the month of harvest. It is the month of Independence.
"	*July* is the seventh month in the year.
August	*August* is the month of heat.

(41*st* EXERCISE.)

August	*August* is the eighth month in the year.
September	*September* is the month for apples.
"	*September* is the ninth month in the year.
October	*October* is the month for making cider.
"	*October* is the tenth month in the year.
November	*November* is the month to begin making fire.
"	*November* is the eleventh month in the year.
December	*December* is the month of cold weather.
"	*December* is the twelfth month in the year.
"	It is the last month in the year.

42d EXERCISE.

Water and its Conditions.

Water	I want some *water* to drink.
fresh-water	Give me some *fresh-water.*
salt-water	The sea contains *salt-water.*
clear-water	This is not *clear-water.*
dirty-water	It is *dirty-water.*
muddy-water	That is *muddy-water.*
puddle	You will step into that *puddle.*
frost	There was a heavy *frost* last night.
ice	I saw *ice* in the yard.
snow	*Snow* falls in the winter.
hail	The *hail* broke the windows.
sleet	*Sleet* is fine snow intermixed with rain.
rain	The *rain* fell in heavy showers.
river	The *river* is full of fish.
spring	Give me some water from the *spring.*
fountain	The *fountain* is in high ground.
rain-water	The cistern is full of *rain-water.*
river-water	The *river-water* is not good to drink.
spring-water	Give me some *spring-water.*
warm-water	Bring me some *warm-water* to shave myself.
cold-water	This is very *cold-water.*
hot-water	He was scalded with *hot-water.*

(42*d* EXERCISE.)

Brook	I jumped over the *brook.*
creek	He waded through the *creek.*
rivulet	The *rivulet* runs in a gentle stream.
pond	He was fishing in the *pond.*
lake	He was drowned in the *lake.*
sea	The ship was lost at *sea.*
ocean	The waves of the *ocean* roll very high.
dew	His feet are wet with *dew.*
fog	The sun dispersed the *fog.*
torrent	The river rushes in a *torrent* over the rocks.
cascade	I have seen the *cascade* at Paterson.
rapids	There are many *rapids* in the river.
waves	The *waves* overwhelmed him, and he was drowned.
tide	The *tide* ebbs and flows seven feet in New-York.
ebb	It is *ebb* tide. The tide is *ebb.*
flood	It was *flood* tide this morning. The tide is *flood.*
pump-water	Go and bring a pail of *pump-water.*
well-water	Draw a bucket of *well-water.*
mineral-water	I drank some *mineral-water.*

43d EXERCISE.

WIND AND WEATHER.

Air	Rise early and take the fresh *air* in the morning.
wind	The *wind* blows furiously.
zephyr	A gentle *zephyr* is blowing.
breeze	The wind blows a strong *breeze.*
gale	The wind blows a heavy *gale.*
storm	I was out last night in the *storm.*
tempest	I was at sea in a *tempest.*
whirlwind	The *whirlwind* blew down a house.

(43*d* EXERCISE.)

Hurricane	The *hurricane* sunk several ships.
calm	It became *calm* after the hurricane.
weather	The *weather* cleared up and it was pleasant.
clear-weather	The *clear-weather* was agreeable.
cloudy-weather	The *cloudy-weather* was disagreeable.
fine-weather	We have *fine-weather* for the season.
bad-weather	The *bad-weather* is uncomfortable.
rainy-weather	*Rainy-weather* is not pleasant.
wet-weather	*Wet-weather* is unpleasant.
dry-weather	It is *dry-weather.*
stormy-weather	The *stormy-weather* is past.
warm-weather	*Warm-weather* has begun.
cold-weather	*Cold-weather* is to come.
heavy-weather	It is dull and *heavy-weather.*
windy-weather	This is *windy-weather.*
foggy-weather	We had *foggy-weather* yesterday.
blustering-weather	It is cold and *blustering-weather.*
snowy-weather	The *snowy-weather* continues.
cool-weather	The *cool-weather* made me sick.
settled-weather	It has at last become *settled-weather.*

44th EXERCISE.

Verbs in the Present, Past and Future.

To make,	I *make* pens,	I *made* pens,
	I *will make* pens.	
to mend,	I *mend* my clothes,	I *mended* my clothes,
	I *will mend* my clothes.	
to wear,	She *wears* a cap,	She *wore* a cap,
	I *will wear* a cap.	
to cut,	I *cut* my finger,	He *cut* his finger,
	He *will cut* his finger.	
to sow,	The farmer *sows* wheat	The farmer *sowed* wheat
	He *will sow* wheat.	

(*44th* EXERCISE.)

To tear, He *tears* the book, He *tore* the book,
He *will tear* the book.

to fly, The bird *flies* away, the bird *flew* away,
The bird *will fly* away.

to sail, The boat *sails*, the boat *sailed*,
The boat *will sail*.

to swim, I *swim* in deep water, I *swam* in deep water,
I *will swim* in deep water.

to crack, I *crack* a nut, I *cracked* a nut,
I *will crack* a nut.

to wash, She *washes* clothes, she *washed* clothes,
She *will wash* clothes.

to cool, The air *cools* me, the air *cooled* me,
The air *will cool* me.

to spell, She *spells* correctly, he *spelled* wrong,
He *will spell* correctly.

to read, I *read* my book, she *read* her book,
He *will read* his book.

to absorb, The sponge *absorbs*, the sponge *absorbed*,
The sponge *will absorb*.

to congeal, Water *congeals* into ice, water *congealed* into ice,
Water *will congeal* into ice.

to brush, He *brushes* my coat, he *brushed* my coat,
He *will brush* my coat.

to iron, She *irons* the clothes, she *ironed* the clothes,
She *will iron* the clothes.

to clean, He *cleans* the shoes, he *cleaned* the shoes,
He *will clean* the shoes.

to broil, She *broils* a fish, she *broiled* a fish,
She *will broil* a fish.

to boil, The pot *boils*, the pot *boiled*,
The pot *will boil*.

to roast, She *roasts* the meat, she *roasted* the meat,
She *will roast* the meat.

to fry, She *fries* fish, she *fried* the fish,
She *will fry* the fish.

(44*th* EXERCISE.)

To stew, I *stew* the apples, I *stewed* the apples,
I *will stew* the apples.

to carve, I *carve* the turkey, I *carved* the turkey,
I *will carve* the turkey.

to bake, The baker *bakes* bread, he *baked* bread,
He *will bake* bread.

to knead, She *kneads* the bread, she *kneaded* the bread,
She *will knead* the bread.

to bubble, The water *bubbles*, the water *bubbled*,
The water *will bubble*.

to overflow, The river *overflows*, the river *overflowed*,
The river *will overflow*.

to write, He *writes* a letter, he *wrote* a letter,
He *will write* a letter.

to correct, He *corrects* me, he *corrected* me,
He *will correct* me.

to convert, She *converts* me, she *converted* me,
She *will convert* me.

to rinse, She *rinses* the clothes, she *rinsed* the clothes,
She *will rinse*.

to knock, He *knocks* at the door, he *knocked* at the door,
He *will knock*.

to lock, I *lock* the door, I *locked* the door,
I *will lock* the door.

to bolt, He *bolts* the door, he *bolted* the door,
He *will bolt* the door.

to furnish, I *furnish* the cloth, I *furnished* the cloth,
I *will furnish*.

to set, The sun *sets* at night, the sun *set* in a cloud,
The sun *will set* to-morrow.

to put, She *puts* out the fire, she *put* out the fire,
Water *will put* out the fire.

to shut, He *shuts* the door, he *shut* the door,
He *will shut* the door.

to open, He *opens* the door, he *opened* the door,
He *will open* the door.

(*44th* EXERCISE.)

To light, He *lights* a candle, He *lighted* a candle,
He *will light* a candle.

to snuff, She *snuffs* the candle, she *snuffed* the candle,
I *will snuff* the candle.

to thunder, It *thunders*, It *thundered*,
It *will thunder*.

to lighten, It *lightens*, It *lightened*,
It *will lighten*.

to fold, I *fold* a letter, I *folded* a letter,
I *will fold* a letter.

to unfold, She *unfolds* the linen, she *unfolded* the linen,
She *will unfold*.

to erase, I *erase* the word, I *erased* the word,
I *will erase* the word.

to wipe, I *wipe* my face, I *wiped* my face,
I *will wipe* my face.

to rub, He *rubs* the horse's back he *rubbed* his back,
He *will rub* his back.

to sweep, He *sweeps* chimnies, he *swept* the chimney,
He *will sweep*.

to rain, It *rains* now, it *rained* this morning,
It *will rain* again.

to hail, It *hails*, it *hailed* last night,
It *will hail*.

to snow, It *snows*, it *snowed* yesterday,
It *will snow* to-night.

to freeze, It *freezes*, it *froze* hard last night,
It *will freeze*.

to thaw, It *thaws*, the sun *thawed* the snow,
It *will thaw*.

to blow, The wind *blows*, the wind *blowed*,
The wind *will blow*.

to flow, The tide *flows* high, the tide *flowed* high,
The tide *will flow* high.

to dry, The sun *dries* the ground, the sun *dried* the ground
The sun *will dry* the ground.

(44*th* EXERCISE.)

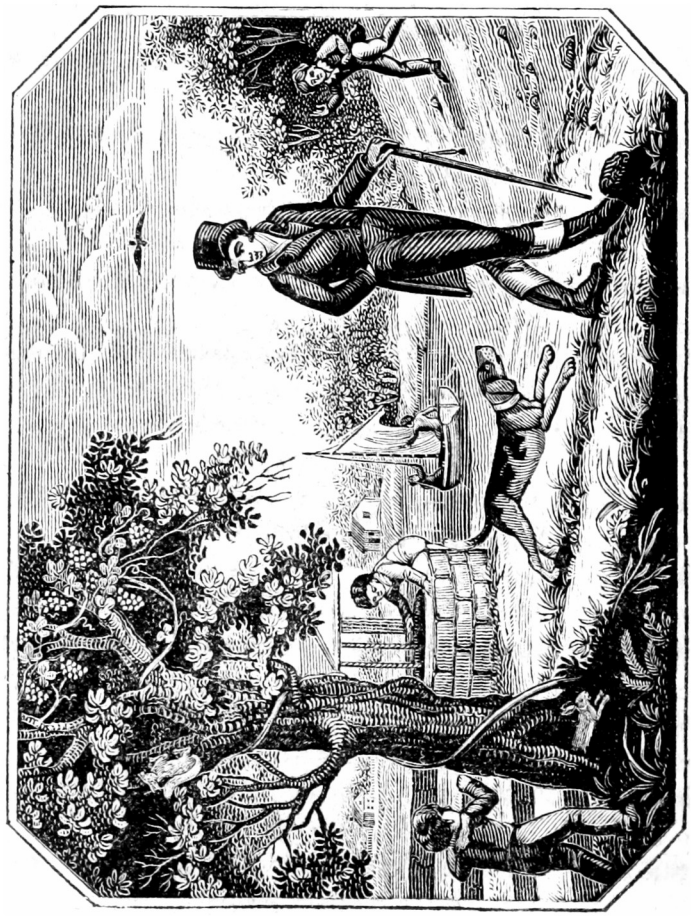
to teach, He *teaches* me, he *taught* me,
He *will teach* me.

to learn, He *learns* his lesson, he *learned* his lesson,
He *will learn* his lesson.

to seal, I *seal* the letter, I *sealed* the letter,
I *will seal* the letter.

to direct, He *directs* the letter, he *directed* the letter.
He *will direct* the letter.

45th EXERCISE.



45th EXERCISE.

Prepositions.

Before	The man is *before* the dog.
behind	The dog is *behind* the man.
after	The dog runs *after* the man.
in	The cane is *in* his hand.
into	The boy is looking *into* the well.
within	The sword is *within* the cane.
out of	He walks *out of* the house.
"	The rabbit is coming *out of* the hole in the tree.
without	He came to school *without* his book.
with	I write *with* a pen.
through	The boy is looking *through* the fence.
midst	She is in the *midst* of trouble.
amid	*Amid* her fears she forgot her child.
instead	He goes *instead* of me.
upwards	I am looking *upwards.*
downwards	She is looking *downwards.*
over	The bird flies *over* his head.
above	The clouds are *above* the bird.
beneath	The dust is *beneath* his feet.
under	Your hat is *under* the bench.
"	The grass is *under* his feet.
for	I am going *for* the Doctor.
during	She left me *during* my sickness.
below	They are in the room *below.*
down	The boy is running *down* hill.
on	The nuts are *on* the tree.
among	They are found *among* the leaves.
up	We are going *up* stairs.
up	The squirrel runs *up* the tree.
upon	The book is *upon* the table.

(45*th* EXERCISE.)

About	The beggars are *about* the door.
about	The flies are *about* the sugar.
about	The boys are *about* the fire.
to	I am going *to* dinner.
at	He is waiting *at* the door.
from	The lamp hangs *from* the ceiling.
"	The grapes hang *from* the vine.
off	He cut *off* his finger with an axe.
from, till	She wept *from* morn *till* night.
from, to	He slept *from* sun-set *to* sun-rise.
from, till	The bells rang *from* noon *till* night.
from, to	He came *from* home *to* school.
till	Wait here *till* I return.
towards	The man walks *towards* the tree.
around	They turn *around* in dancing.
"	The vine twists *around* the tree.
on this side	We are *on this side* the fence.
on that side	He is *on that side* the fence.
the other side	That house is on *the other side* of the river.
across	He goes *across* the river.
"	The boat sails *across* the river.
along	The boat sailed *along* the river.
over	He swam *over* the river.
beyond	He went *beyond* his strength.
beyond	They gave *beyond* their ability.
between	The stick is *between* his legs.
in	The whip is *in* the boy's hand.
against	He struck his toe *against* the stone.
beside	The man is drunk; he is *beside* himself.
besides	He is rich and has good qualities *besides*.
by	He lives *by* his industry.
among	She lives *among* her friends.
opposite	They live *opposite* to us.
beyond	He lives *beyond* Albany.
"	The house is *beyond* the woods.

46th EXERCISE.

ADVERBS.

Well	I am very *well*. It is *well* done, my boy.
ill	He is very *ill*.
bravely	He defended himself *bravely*.
prudently	She behaves *prudently*.
softly	Walk *softly* over the floor.
truly	He is *truly* a great man.
undoubtedly	He is *undoubtedly* dead.
surely	*Surely* you are not in earnest.
yes	*Yes* I am in earnest.
certainly	It is *certainly* true.
no, not	*No*, I will *not* believe it.
not	It is *not* true; I cannot believe it.
no one	*No one* disputes it, for we know he was drowned.
nowise	He who seeks God, will in *nowise* be cast down.
namely	The days of the week are seven, *namely*, Monday, &c.
apart	The boys are fighting; take them *apart*.
separately	Hand the books *separately* to me.
asunder	The rocks were torn *asunder*.
together	Tie the quills *together* in a bunch.
generally	A liar is *generally* despised.
universally	God is *universally* adored.
why	I will tell you *why* it will not do.
wherefore	He frequently tells lies, *wherefore* I cannot believe him.
when	I do not know *when* he will return.
how	I cannot say *how* often he struck him.
very	He acted *very* rude in church.
exceedingly	He is *exceedingly* cautious.
too	I will go with you, and he *too* may go.
too much	He eats *too much* at dinner.
too little	It is better to eat *too little* than *too much*.

(46*th* EXERCISE.)

As much as	He gave me *as much as* I could carry.
inasmuch	You shall have it, *inasmuch* as I promised you.
almost	It is *almost* sun-down. It is *almost* one o'clock.
nearly	It is *nearly* dinner time.
rather	I would *rather* sleep in this room,
especially	*Especially* if I must sleep *alone.*
chiefly	My time is *chiefly* occupied in reading.
so	*As* all men die, *so* must you and I.
thus	*Thus* saith the scriptures; seek and ye shall find.
as	I advise you *as* a friend, not to forget it.
else	There was no one *else* in company with him.
otherwise	*Otherwise* I should have seen it.
piece-meal	He does his work by *piece-meal.*
scarcely	There was *scarcely* any water to put out the fire.
hardly	I can *hardly* believe him.
here	*Here* is a small slate.
there	If it is *there* you will find it.
where	Can you tell me *where* he is gone?
any-where	I cannot find him *any-where.*
no-where	He is *no-where* to be found.
some-where	He must be *some-where.*
hither	He came *hither* from Albany.
thither	He is going *thither* again.
whither	*Whither* he is gone I do not know.
homeward	I met him going *homeward.*
hence	I am going *hence* directly.
thence	He is soon coming from *thence.*
whence	Let us go to the place from *whence* he came.
now	I cannot go *now.*
to-day	I will go sometime *to-day.*
long ago	I remember him *long ago.*
long since	We have been *long since* acquainted.
yesterday	*Yesterday* it rained very hard.
before	I must see him *before* we go.

(46*th* EXERCISE.)

Heretofore	*Heretofore* we rose early.
formerly	I was *formerly* acquainted with him.
already	It is *already* one o'clock.
hitherto	*Hitherto* we have been friends.
lately	He has *lately* arrived.
since	*Since* we came here we have been friends.
ever	He is *ever* ready to oblige.
to-morrow	*To-morrow* we must go to church.
hereafter	*Hereafter* we must not be idle.
presently	The steam-boat will pass by *presently.*
immediately	He went to school *immediately* after dinner.
afterwards	He *afterwards* returned for his book.
often	He is *often* in the street.
seldom	The idle boy *seldom* learns his lesson.
frequently	He must be *frequently* whipped.
finally	He at first refused, but *finally* consented.
once	I saw him *once* before.
twice	He struck me *twice* with his fist.
thrice	*Thrice* did the lightning flash.
again	Come *again* to-morrow.
four times	He struck me *four times.*
five times	I have told you *five times.*
six times	*Six times* two are twelve.
much	He had *much* to say.
little	She has eaten a very *little.*
enough	You do not give me *enough* for a shilling.
sufficiently	I have eaten *sufficiently.*
far	How *far* did you walk?
farther	He walked *farther* than we did.
sideways	He walks *sideways.*
lately	They have *lately* returned.
this morning	They went *this morning.*
this month	They will not return *this month.*
daily	I expect him to arrive *daily.*
weekly	He comes *weekly* with butter.
monthly	We pay the milk-man *monthly.*

(46*th* EXERCISE.)

Quarterly	Rent is paid *quarterly* in New-York.
yearly	They have a *yearly* feast on Christmas.
not yet	It is *not yet* time to go to school.
instantly	He fell from a window and was *instantly* killed.
never	She is *never* in the right.
sometimes	He is *sometimes* crazy.
usually	She is *usually* in a good humor.
ever	She is *ever* ready to oblige.
while	He shook the table *while* I was writing.
then	And *then* he struck me.
always	You are *always* ready to do good.
eternally	The earth is *eternally* moving.
more than	I can get *more than* that for it.
quickly	The soldiers marched *quickly*.
slowly	The funeral moved *slowly*.
perhaps	*Perhaps* I will go to-morrow.
in time	If he arrives *in time*.
probably	He *probably* will arrive.
possibly	*Possibly* he may arrive.
really	I *really* think he will.
indeed	*Indeed*, I do not see why he will not.
quite	I am *quite* out of patience in waiting.
by all means	Come here to-morrow *by all means*.
by no means	I will disappoint you *by no means*.
by any means	I will not disappoint you *by any means*.
not at all	Come with punctuality, or come *not at all*.

47th EXERCISE.

Conjunctions.

If	I am willing, *if* you are willing.
unless	I cannot go, *unless* you go.
yet	It appears true, *yet* I doubt it.
but	*But* if it is true, I will acknowledge it.
so that	Go soon, *so that* I may go too.

(47*th* EXERCISE.)

So	He is deficient in knowledge, *so* is she.
still	You tell me so, *still* I am in doubt.
else	He must go, or *else* you must.
though, yet	*Though* he slay me, *yet* will I trust in him.
either, or	*Either* you must go, *or* I must.
neither, nor	*Neither* you, *nor* she must go.
and	Sally *and* Mary are handsome girls.
neither	John and James, are *neither* of them bad boys.
neither, nor	*Neither* John *nor* James is a bad boy.
lest	Take care *lest* you are hurt.
since	It is best to proceed, *since* we are here.
notwithstanding	He persisted, *notwithstanding* I told him the danger.
nevertheless	The law is so, *nevertheless* I will submit.
save	Give him forty *save* one.
except	I will do as you bid, *except* in one thing.
because	*Because* it is morally wrong.
to wit	He wrote in the words following, *to wit.*
provided	I will go, *provided* my expenses are paid.
although	He shot the man, *although* he knew the consequence.
also	This house is for sale, *also* the household furniture.
therefore	He does not know his lesson, *therefore* he must study.
besides	They are idle, *besides* being lazy.
then	*Then* neither will improve.
then	I ate my breakfast, *then* I went to school.
otherwise	You must pay me, *otherwise* I cannot work for you.
however	There is an other reason, *however,* for my refusal.
without	I cannot do it, *without* his consent.

48th EXERCISE.

Promiscuous Exercises.

Come, let us go to school.
It is too soon to go to school.
I saw the teacher go to school.
It will be late when we get there.
School will be in before we get there.
The teacher will be there before us.
There goes the teacher.
Mr. L. Miss S. and Mr. M. are our teachers.
School goes in at nine o'clock.
School is out at one o'clock.
We have fifty-four pupils in our school.
Some of the scholars are not attentive.
The pupils who are attentive will make good scholars.
The Deaf and Dumb do not speak.
He is sick and cannot speak a word.
This book was given to me by a friend.
There are one hundred pages in this book.
Your book has a wide margin.
Several leaves are torn out of the book.
She does not know the alphabet.
He has been three days learning the alphabet.
This ink is very black.
This is very black ink.
That is very pale ink.
That ink is very pale.
The ink-stand is full of ink.
This quill will not make a good pen.
I cannot write on this paper.
The paper is very coarse.
I wrote a letter to my mother.
It was sealed with sealing-wax.

49th EXERCISE.

Promiscuous Exercises.

I have eaten no breakfast this morning.
I have not eaten breakfast this morning.
I am going away before dinner.
I am coming back after dinner.
Give the children an early supper.
The tea is too strong.
I want to eat some rye bread.
Let me have fresh bread and butter.
We had crackers and cheese after dinner.
The buiscuit is very hard and dry.
The griddle-cake was hot and burnt me.
Do not drop the crums on the floor.
The crust is hard and has broken my tooth.
Cut me a piece of bread and butter.
I only want a little bit.
He did not eat a mouthful.
I bought a pail of butter.
I bought a firkin of butter.
Buy me a roll of fresh butter.
Cut some cheese and put it on the table.
We had fried eggs for dinner.
Let us take a walk after dinner.
I am going in the country to-morrow.
I will eat bread and milk for my supper.
We had apples and oranges after dinner.
I drank two glasses of wine.
He only drank a little wine and water.
I am very fond of sweet-meats.
I ate too many sour cherries.
I do not feel very well to-day.
You are sick, because you ate too many cherries.
If we eat too much, it will make us sick.
We should take care of our health as well as our money.

50th EXERCISE.

Promiscuous Exercises.

Spring is the season of blossoms.
Summer is the season of heat.
Autumn is the season of fruits.
Winter is the season of cold.
The cock crows in the morning.
I arose this morning by day-light.
It was very pleasant this morning at sun-rise.
The sun rose at five o'clock this morning.
I saw the sun rise this morning.
I walked five miles before breakfast.
We took breakfast at eight o'clock.
I was very hungry before breakfast.
We had a very late breakfast.
It was very late before we ate breakfast.
I was much fatigued with my walk.
My walk fatigued me very much.
I was tired when I returned from my walk.
I was refreshed after eating breakfast.
Nothing shall deter me from study.
There was no school last week.
There will be school next week.
The teacher was sick, but he has recovered.
You came half an hour too late.
You are an hour and a half too soon.
January is the beginning of the year.
January is the first month in the year.
New-Year is on the first day of January.
January is the first month of the New-Year.
The middle of the day is at noon.
Noon is the middle of the day.
Bring me another candle, my candle is out.
My candle is burnt out, bring me another.
Be prepared for death, for we must all die.

51st EXERCISE.

Promiscuous Exercises.

Rain falls from the clouds.
The earth absorbs the rain that falls.
Rain falls from the clouds in drops.
The drops of rain unite into water.
The water rises and issues from a spring.
The spring becomes a fountain.
From the fountain runs a rivulet.
The rivulet increases into a brook.
The brook becomes a river.
The river runs into a lake or the ocean.
A pond is a small lake.
The water of lakes and rivers is fresh.
The ocean contains salt water.
Water freezes into ice and becomes hard.
Rain is congealed into snow or hail.
Ice is melted and converted into water.
Dew is on the grass in summer.
The heat of the sun evaporates the dew.
The dew collects at night.
Cold weather converts dew into frost.
The tide is on the ebb.
The tide is on the flood.
It is ebb tide. It is flood tide.
The wind is air in motion.
There is no wind stirring in a calm.
A calm is the absence of wind.
A zephyr is a gentle wind.
The wind increases to a breeze.
A gale is a strong wind.
A strong wind and bad weather make a storm.
The storm has increased to a tempest.
The whirlwind makes great destruction.
The hurricane is a continued whirlwind.

52d EXERCISE.

Promiscuous Exercises.

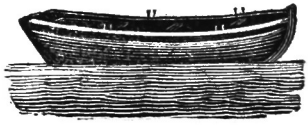
Make my clothes before Sunday.
I am mending your coat.
He cut off my buttons.
The bird flies in the air.
The boat sails on the water.
The ducks swim in the pond.
Crack the nuts with the hammer.
Do not dirty my clothes with your feet.
Wash your hands and face before you eat.
Cool your soup before you eat it.
I am refreshed by the breeze.
You spell the word wrong.
He read the book through.
Brush my coat behind.
Iron the ruffle with a hot smoothing-iron.
Clean my boots and shoes.
Broil the beef-steak for dinner.
The beef is boiled, and dinner is ready.
She is roasting the turkey before the fire.
Fry the oysters in the pan.
Stew the meat in a pot.
The meat is on the table, and dinner is waiting.
Bread is baked in an oven.
The baker kneads the bread before it is baked.
The water bubbles, and the spring overflows.
I wrote a letter to my father.
Correct my letter before I send it.
Rinse your mouth with warm-water.
I knocked at the door, and he opened it.
Lock the door when I go out.
Bolt the door after me.
He will furnish you with clothes.
She set it down in the street.

(52*d* EXERCISE.)

Put on your hat and go to school.
Open the door and shut it after you.
Light a candle, and then I can see.
The candle wants snuffing.
Snuff the candle, and I can see better.
It thunders and lightens.
The barn was struck by thunder and lightning.
The lightning set the barn on fire.
Fold the letter, seal and direct it.
Now my letter is sealed and directed.
That line is badly written; erase it.
Wipe the sweat off my face.
My face is wet with sweat.
Rub out the figures on your slate.
Sweep the room clean before I come back.
It rains and hails, and the wind blows.
It snowed all night, and the snow is very deep.
The sun is warm and thaws the snow.
The ground is wet with the melting of the snow.
I try to teach him, but he will not learn.
Idleness is the root of all evil.
The idle man will come to want.

53d EXERCISE.

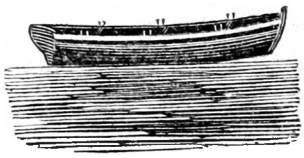
VESSELS AND THEIR KINDS.



Boat



Row-boat



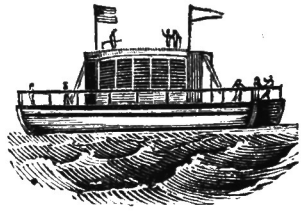
Skiff



Canoe

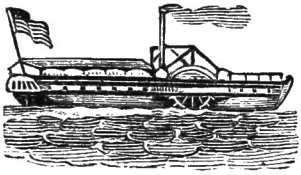


Sail-boat



Horse-boat

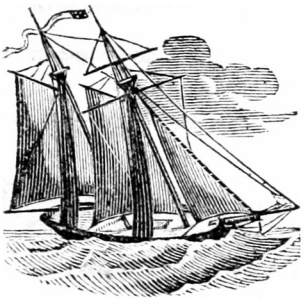
(*53d* EXERCISE.)



Steam-boat



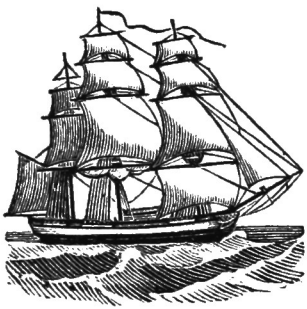
Sloop



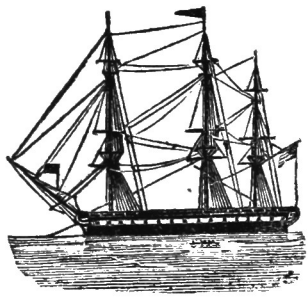
Schooner



Brig



Ship



Frigate

54th EXERCISE.

Vessels and their Parts.

Boat	Stern	Cable
Row-boat	Oar	Anchor
Skiff	Paddle	Guns
Canoe	Mast	Cannon
Sail-boat	Masts	Port-holes
Horse-boat	Sail	Pistol
Steam-boat	Sails	Bayonet
Sloop	Ropes	Cannon-ball
Schooner	Yards	Grape-shot
Brig	Bowsprit	Bullet
Ship	Deck	Drum
Frigate	Cabin	Fife
Bow	Cabin-windows	Trumpet

55th EXERCISE.

Promiscuous Sentences on the 54th Exercise.

I left my shoes in the boat.
Go back and get them, before they are stolen.
The boat was rowed by six men.
They rowed the boat very fast.
That other boat is a skiff.
A skiff is a flat-bottomed boat.
I saw a canoe with Indians in it.
A canoe is made of a log.
A canoe is sometimes made of bark.
Canoes are made by Indians.
Indians do not row their canoes.
Indians paddle their canoes.
They have short paddles.
I saw a man in a sail-boat.
He sat in the stern of the boat.
The wind blew hard.
The boat sailed fast.
The boat leaned on one side.
I thought the sail-boat would upset.
We crossed the river in a horse-boat.
We saw eight horses.
They went round all the time.
We came from Albany in a steam-boat.
The steam-boat has a hot fire.
There were wheels on the sides.
The wheels turned round.
They made the water foam.
That vessel is called a sloop.
A sloop has but one mast.
A schooner has two masts.
The sails are hoisted by ropes.
A brig has two masts.
A ship has three masts.
Ships and brigs have yards and square sails.
Their masts are made of three pieces.

(*55th* EXERCISE.)

A frigate is a ship with cannon.
Cannon are called great-guns.
Ships have large cabins.
You can walk on a ship's deck.
I looked out of the cabin-windows.
The cannon are fired out of the port-holes.
The cable is tied to the anchor.
The cable and anchor hold the ship fast.

56th EXERCISE.

COLORS.

Violet	
Indigo	
Blue	
Green	
Yellow	
Orange	
Red	

These are beautiful colors.
I admire them very much.
I wish I had them.
Give them to me?

(*56th* EXERCISE.)

I cannot give them to you.
Let me see them.
Take care and you shall all see them.
Look! here they are, count them.
One, two, three, four, five, six, seven.
There are seven colors.
All these colors are in the rainbow.
Remember the names of them.
You must tell me to-morrow.
You must write them on the slate.
You must do it without the book.
You must write them from your own head.
The names must be written in the following order:
Violet, indigo, blue, green, yellow, orange, red.
Remember what I tell you.
These seven are the principal colors.
There are many other colors.
They are made from the principal colors.
They are made by mixing them together.
These are some of them.
White, black, brown, scarlet, grey and purple.

White	
Black	
Brown	
Scarlet	
Grey	
Purple	

(56*th* EXERCISE.)

The color of that flower is *violet.*
The color of *indigo* is made of a plant.
That girl has *blue* eyes.
The grass is *green.*
Her hat is tied with a *yellow* ribbon.
That is the color of an *orange.*
Her cheeks are *red.*

Snow is *white.*
Soot is *black.*
Give me a piece of that *brown* paper.
The soldier wore a *scarlet* coat.
Your hairs are *grey.*
This is a *purple* ribbon.

I rode on a grey horse.
He had on a blue coat.
Her hat was tied with a blue ribbon.
The leaves of the trees are green.
I saw a beautiful green bug.
She has a pair of yellow shoes.
That house is painted yellow.
He lives in a yellow house.
The man is painting the house.
He is painting it a red color.
Your lips are red, and cherries are red,
Paper is white, and your skin is white.
This is white paper, that is brown paper.
Give me a sheet of white paper.
I have a black hat. Leather is black.
Shoes are made of leather. Shoes are black.
Here is a sheet of brown paper.
Wrap it up in brown paper.
The cat has grey eyes.
His coat is grey.
He has a grey coat.
He wears a grey coat.

57th EXERCISE.

A Promiscuous Exercise.

To row	We *rowed* the boat across the river.
to paddle	The canoe was *paddled* by four Indians.
to sail	They *sailed* in a sail-boat.
to die	He *died* in the morning.
to be dead	He *was dead* when I returned.
to sob	She *sobbed* all day.
to sigh	She *sighs* continually.
to sneeze	I *sneeze* when I take snuff.
to itch	When it *itches* I want to scratch.
to scratch	She *scratched* my hand with her nails.
to kneel	They always *kneel* when they pray.
to pray	He *prayed* at the grave when W— was buried.
to preach	Mr. S. *preached* this morning.
to worship	We must all *worship* the Supreme Being.
to forgive	You are very kind to *forgive* my faults.
to announce	Your letter *announced* his death.
to cure	The Doctor *cured* him of a fever.
to prepare	I must *prepare* to go to church.
to shave	I must be *shaved* before I go.
to drive	He *drove* the carriage against a rock and broke it.
to patch	The poor man's coat was *patched* upon the elbows
to grind	The axe was *ground* on a grind-stone.
to deal	I wish *to deal* with an honest man.
to tan	The hides were *tanned* in a tan-vat.
to curry	The hides were taken from the tan-vat and *curried.*
to bury	The living must *bury* the dead.
to christen	I saw three children *christened.*
to sing	They *sung* the whole evening.
to bleed	I saw the Doctor *bleed* him from the arm.
to plead	He *pleaded* for his life, but they killed him.
to print	This book was *printed* in 1821.

(*57th* EXERCISE.)

To pound	The medicine was *pounded* in a mortar.
to paint	The house was *painted* last year.
to steal	He *stole* a watch, and was locked up in jail.
to ride	Let us *ride* out of town.
to cultivate	The farmer *cultivates* the earth.
to reap	The harvest is *reaped* in July.
to burn	Put your finger in the candle, and it will *burn* you.
to lather	The barber *lathers* before he shaves.
to contain	This barrel *contains* one hundred apples.
to pave	The streets are *paved* with round stone in New-York.
to include	You are *included* in the number.
to illuminate	The houses were *illuminated* on the news of peace.
to brew	This porter was *brewed* by Mr. W.
to build	You cannot *build* such a house for the same money.
to load	The ship was *loaded* with cotton.
to unload	The ship was *unloaded* in three days.
to cart	The cotton was *carted* into a store.
to sew	She *sewed* up the hole which I tore in my apron.
to dig	His grave was *dug* in the church-yard.
to trade	He *trades* to China for tea.
to dye	My gown was *dyed* black.
to lean	Vessels *lean* when the wind blows.
to upset	Vessels sometimes *upset* with the wind.
to plough	The ground is *ploughed* with a plough.
to harrow	The ground is first ploughed & then *harrowed.*
to sow	The farmer *sows* the seed upon the ploughed ground.
to plant	He *planted* a tree by the door.
to foam	The horse *foamed* at the mouth.
to hoist	The boat was *hoisted* on deck.
to fire	He *fired* a gun, but I could not hear it.

(57*th* EXERCISE.)

To admire	I *admire* the beauty of the rainbow.
to remember	I *remember* you forbade him to go in the water.
to mix	Oil will not *mix* with water.
to laugh	I *laughed* very much at his story.
to cry	The child *cried* all night with pain.
to weep	The mother *weeps* for the loss of her child.
to whip	He *whipped* the dog unmercifully.
to accompany	He *accompanied* me to see my father.
to pitch	He *pitched* a stone into the river.
to begin	I thought he would soon *begin*.
to end	I feared he would never *end*.
to shear	I cannot *shear* the sheep to-day.
to weave	The weaver *weaves* cloth.
to cover	Charity *covers* a multitude of sins.
to deposit	My money is *deposited* in the bank.
to wear	My clothes are *worn* out.
to exhort	I *exhort* you to be attentive to your studies.

58th EXERCISE.

States of Being.

Life	*Life* is short. *Life* is uncertain.
death	*Death* is certain. *Death* ends all our cares.
death	We must all die. In the midst of life we are in *death*.
alive	I am *alive*. I am not dead.
dead	You are not *dead*. You are alive.
alive	He is *alive*. He is not dead.
living	My father is *living*, and my mother is *living*.
dying	My sister is *dying*, and my brother is *dying*.
well	My father and mother are *well*.
ill	My sister is very *ill*.
health	My *health* is not good.
health	I am in a bad state of *health*.
sickness	We cannot avoid *sickness*.

(58*th* EXERCISE.)

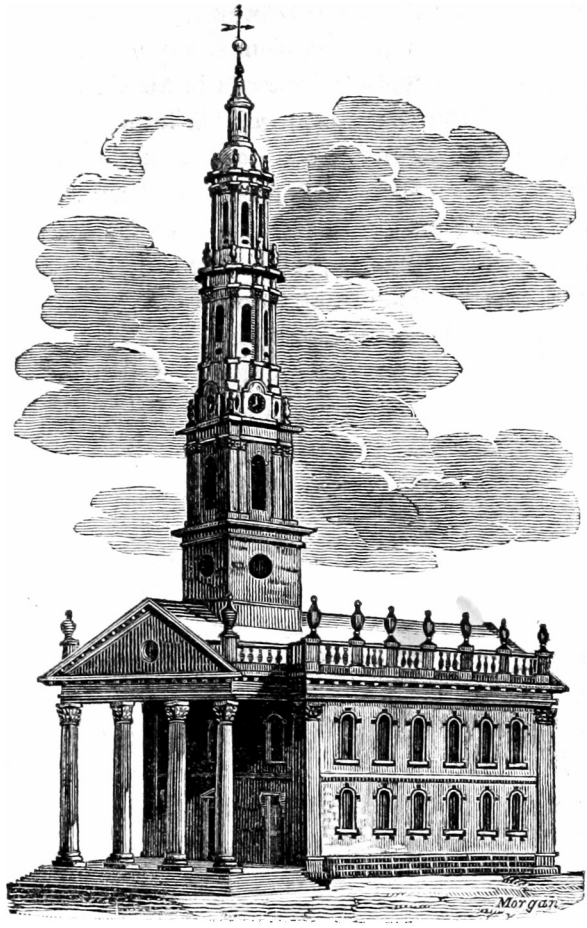
Strong	He is a *strong* man.
strength	My *strength* is all gone.
weak	She is a *weak* woman.
weakness	I have been sick and feel my *weakness.*
feeble	My sickness makes me very *feeble.*
fat	That child is very *fat.*
lean	The child has lost all its fat and become *lean.*
eating	I was *eating* my dinner when he came.
drinking	You shall see her after *drinking* tea.
laughing	They were *laughing* at me.
crying	The child was *crying.*
sitting	You are *sitting.*
standing	I am *standing.*
walking	We were *walking* in the park yesterday.
running	The boys are *running* about the streets.
breathing	She is *breathing* the fresh air.
sobbing	I whipped the boy, and he is *sobbing.*
sighing	The young woman is *sighing.*
seeing	*Seeing* the boys play amuses me.
hearing	I am *hearing* the music. He lost his *hearing* by sickness.
"	I lost my *hearing* when young.
smelling	She is *smelling* the rose.
"	This is a *smelling-bottle.*
tasting	The honey is sweet; I am *tasting* it.
feeling	The blind man is *feeling* his way.
"	You struck me as if I had no *feeling.*
touching	You are *touching* him.
sneezing	He took snuff and is *sneezing.*
scratching	He is *scratching* me.
pain	I have a *pain* in the head.
ache	My bones *ache* all over.
sick	I am very *sick.*
chill	I had a *chill* this afternoon.
fever	You have a *fever.*
fits	Children have *fits.*

(58*th* EXERCISE.)

Convulsions	*Convulsions* are strong fits.
dull-pain	I have a *dull-pain* in my head.
heavy-pain	I had a *heavy-pain* in my stomach.
sharp-pain	He has a *sharp-pain* in his side.
darting-pain	She has a *darting-pain* in her face.
severe-pain	He had a *severe-pain* in the knee.
head-ache	I have a *head-ache*. My head aches.
ear-ache	I had the *ear-ache* last night.
tooth-ache	She has the *tooth-ache*.
stomach-ache	He has the *stomach-ache*.
back-ache	He had the *back-ache*.
	Are you sick? Do you feel sick?
	Are you unwell?
	Have you any pain?
	Where is your pain.

59th EXERCISE.

A Church and its Parts.



A church	*A church* is a place to worship God.
"	I have been to *church* to-day.
"	I am going to *church* again.
"	I go to *church* every Sunday.
churches	There are many *churches* in New-York.
"	Some *churches* are called meeting-houses,
"	Because people meet in *them* to worship God.
steeples	Some *churches* have steeples.
"	Some *churches* have no steeples.

(*59th* EXERCISE.)

Bells	Some churches have *bells.*
"	Some have no *bells.*
bell	This church has no *bell.*
clocks	Some churches have *clocks.*
"	Some have no *clocks.*
clock	This church has no *clock.*
aisle	We walked through the *aisle* of the church.
"	The *aisle* is a passage between the pews.
aisles	The *aisles* were full of people.
"	The people stood up in the *aisles.*
gallery	Some went up stairs to the *gallery.*
galleries	The *galleries* were full.
pulpit	The preacher stands in the *pulpit.*
reading-desk	He reads from the *reading-desk.*
pews	People sit in the *pews.*
pew	Eight people can sit in my *pew.*
organ	The *organ* accompanies the singing.
bible	The *bible* is the book of life.
psalm-book	He read the psalm from the *psalm-book.*
prayer-book	He read prayers from the *prayer-book.*
preacher	The *preacher* preaches from the pulpit.
sermon	I cannot hear the *sermon.*
prayers	He reads *prayers* morning and evening.
chorister	The *chorister* sung poorly.
clerk	He is sometimes called the *clerk.*
tune	They sung a delightful *tune.*
psalm	A *psalm* was sung before prayers.
burying-ground	We walked into the *burying-ground.*
grave	I saw him put into the *grave.*
graves	There were many *graves* in the burying-ground.
vault	The *vault* was open.
tomb-stone	His name is on the *tomb-stone.*
coffin	The *coffin* was deposited in the vault.
pall	The coffin was covered with a black *pall.*
burial	I saw his *burial.*

(59*th* EXERCISE.)

Epitaph	His *epitaph* was short. "*Here endeth all earthly joys.*"
pall-bearers	All the *pall-bearers* had scarfs.
scarf	The Doctor had a *scarf*.
funeral	Many people attended the *funeral*.
	He died regretted by all his friends.
	Blessed are they who die in the Lord.

60th EXERCISE.

MATERIALS OF DRESS.

Cloth	This coat is made of *cloth*.
wool	Cloth is made of *wool*.
"	*Wool* grows on sheep.
"	Sheep are sheared of their *wool* in summer.
yarn	Wool is carded and spun into *yarn*,
"	And then *it* is wove into cloth.
clothes	Cloth is made into *clothes*, and dyed of many colors.
linen	Shirts are made of *linen*.
flax	Linen is made of *flax*.
thread	Flax is spun into *thread*.
linen	Thread is wove into *linen*.
muslin	*Muslin* is made of cotton.
cotton	*Cotton* grows on a plant.
cotton-plant	It is called the *cotton-plant*.
"	The *cotton-plant* has a pod.
cotton-wool	The pod is filled with *cotton-wool*.
"	*Cotton-wool* is carded and spun.
cotton-thread	It is then called *cotton-thread*.
"	*Cotton-thread* is wove into muslin.
calico	It is also wove into *calico*.
dimity	She wore a *dimity* short-gown.
flannel	*Flannel* is made of white wool.
canvass	Ships' sails are made of *canvass*.
hemp	Canvass is made of *hemp*.

(60*th* EXERCISE.)

Hemp	*Hemp* is the bark of a tall plant.
"	*Hemp* is spun into coarse thread.
"	*It* is then wove into canvass.
"	Ropes are made of *hemp.*
woollen-stuff	She wore a *woollen-stuff* petticoat.
velvet	His collar is *velvet.*
"	His coat has a *velvet* collar.
silk	The lady had a *silk* gown.
"	When you go out, buy me a skein of *silk.*
silk-thread	Give me a needle full of *silk-thread.*
silk-handkerchief	I lost my *silk-handkerchief* out of my pocket.
gauze	*Gauze* is very weak and thin.
crape	He had black *crape* on his hat.
lace	This *lace* is very fine.
satin	*Satin* is a beautiful kind of silk.
ribbon	The *ribbon* is not wide enough.
broad-cloth	The *broad-cloth* is cheap at four dollars a yard.
kerseymere	This *kerseymere* is rotten.
"	That *kerseymere* is strong.
nankin	*Nankin* is worn in summer.
cord	The *cord* is drawn round her waist.
corduroy	He has *corduroy* trowsers.
leather	Boots and shoes are made of *leather.*
"	These shoes are made of coarse *leather.*
fur	Her muff and tippet are made of fine *fur.*

61st EXERCISE.

Employments and Trades.

Clergyman	The *clergyman* worships God.
"	*He* prays for us all.
"	*He* exhorts us to be good.
"	*He* prays to God to forgive our sins.
Preacher	*He* is called a *preacher.*

(61*st* EXERCISE.)

Preacher	*He* preaches sermons from the pulpit.
"	*He* announces salvation through Jesus Christ.
Physician	The *physician* cures the sick.
Doctor	He is called a *Doctor*.
"	The *Doctor* feels the pulse.
"	The *Doctor* prescribes medicines for the sick, and
"	The sick take medicines to cure them.
Surgeon	The *surgeon* cures wounds.
"	*He* cuts off legs and arms.
Apothecary	The *apothecary* prepares medicines.
Lawyer	The *lawyer* pleads for justice.
Printer	The *printer* prints books in a printing-press.
Painter	The *painter* paints houses.
"	*He* puts the paint on with a brush.
Portrait-painter	The *portrait-painter* takes likenesses.
Musician	The *musician* teaches music.
Barber	The *barber* cuts hair.
"	The *barber* shaved me.
"	I was shaved by the *barber*.
Butcher	The *butcher* sells meat.
Baker	The *baker* makes bread.
"	*He* bakes it in an oven.
"	Bread is made of flour.
"	The flour is mixed with water.
"	It is then kneaded into dough.
"	The dough is made into loaves.
"	The loaves are baked in an oven.
Brewer	Beer and porter are made by the *brewer*.
Mason	The *mason* builds houses of brick.
Carpenter	The *carpenter* builds houses of wood.
Carman	The *carman* drives a horse and cart.
Tinker	The *tinker* makes and mends kettles.
Hatter	Hats are made by the *hatter*.

(61*st* EXERCISE.)

Confectioner	Sweetmeats are made by the *confectioner.*
"	The *confectioner* sells sweetmeats and sugar-plums.
Currier	The *currier* dresses leather.
"	Leather is made of cow-hides.
Cutler	The *cutler* grinds knives.
Milliner	The *milliner* makes hats for ladies.
Seamstress	The *seamstress* sews with a needle and thread.
Tailoress	A *tailoress* is a female tailor.
Grocer	We bought some tea of the grocer.
Weaver	Let us go to the *weaver.*
"	*He* has not wove the cloth.
Gardener	The *gardener* knows his duty.
"	*He* keeps our garden in fine order.
Laborer	The *laborer* carries the hod.
"	*He* carries bricks and mortar in the hod.
Bookseller	The *bookseller* sells books.
Tobacconist	Snuff is made by the *tobacconist.*
"	The *tobacconist* deals in tobacco and snuff.
"	Tobacco is ground into snuff.
Merchant	The *merchant* sends ships to sea.
"	*He* trades to distant countries.
Dyer	My shawl was dyed black by the *dyer.*
Tanner	The *tanner* tans cow-hides.
"	Cow-hides are tanned with oak-bark.
"	They are then curried and made into leather.
Tailor	Men's clothes are made by *tailors.*
Saddle	I rode a horse without a *saddle.*
Saddler	Saddles are made by a *saddler.*
Potter	The *potter* makes pots and jugs of clay.
"	*He* then bakes them hard in an oven.
Stationer	The *stationer* deals in paper.
Turner	The legs of the table were turned in a lathe, by a *turner.*
Farmer	The *farmer* cultivates the earth.
"	*He* raises food for man and beast.

(61*st* EXERCISE.)

Farmer	*He* ploughs, and sows and harrows the ground.
"	*He* reaps the increase which God bestows.
Planter	The *planter* also cultivates the earth.
Cooper	This pail was made by a *cooper*.
"	The *cooper* made this pail.
"	The *cooper* makes tubs, and kegs & barrels.
Brick-maker	The *brick-maker* makes bricks.
"	*He* makes bricks of clay.
"	*He* makes them in a mould which is square.
"	*He* then dries them in the sun.
"	The bricks are then burned in the fire until they are hard.
Coach-maker	The *coach-maker* has a coach to sell.
"	*He* made it, and it is very handsome.
Rope-maker	This rope came from the *rope-maker*.
"	*He* made it of hemp.
Mantua-maker	I will send for the *mantua-maker*.
"	I want *her* to make me a new gown.
"	The *mantua-maker* makes ladies' clothes.
Cabinet-maker	The *cabinet-maker* made the side-board.
Watch-maker	I sent my watch to the *watch-maker*.
"	My watch was out of order, & *he* repaired it.
"	I let it fall on the floor and stopped it.
Brush-maker	Brushes are made by the *brush-maker*.
"	*He* makes them of hog's bristles.
Comb-maker	The *comb-maker* makes combs.
"	*He* makes fine combs of ivory, and
"	Coarse combs of cow's horns.
"	Ladies' combs, *he* makes of tortoise-shell.
Pin-maker	Pins are made by the *pin-maker*.
"	*He* makes pins of brass-wire.
Shoe-maker	Shoes are made by the *shoe-maker*.
Gold-smith	The *gold-smith* works in gold.
Copper-smith	The *copper-smith* works in copper.
Silver-smith	The *silver-smith* works in silver.

(61*st* EXERCISE.)

Black-smith	The *black-smith* works in iron.
"	*He* makes iron tools.
Wheel-wright	Wheels are made by the *wheel-wright.*
Ship-wright	The *ship-wright* builds ships.
"	*He* also repairs ships and other vessels.
Tallow-chandler	The *tallow-chandler* makes candles.
"	*He* makes candles of tallow.
"	Tallow is the fat of cows, and oxen and sheep.
Bell-founder	Bells are made by the *bell-founder.*
Type-founder	Types are made by the *type-founder.*
Book-binder	Books are bound by the *book-binder.*
Boat-builder	The *boat-builder* makes boats.
Lamp-lighter	The lamps are lighted by the *lamp-lighter.*
Dancing-master	The *dancing-master* learned me to dance.
School-master	A teacher is sometimes called a *school-master.*
School-madam	If the teacher is a woman, she is called a *school-madam.*
Teacher	My *teacher* taught me to distinguish good from evil.

62d EXERCISE.

Tools and Instruments.

Lancet	The Doctor bleeds with a *lancet.*
turnkey	The Surgeon draws teeth with a *turnkey.*
mortar	Medicines are pounded in a *mortar.*
pestle	They are pounded with a *pestle.*
types	Books are printed with *types.*
"	*Types* are made of metal.
"	Each *type* makes a letter.
"	*Types* are put together and make words.
printing-press	The types are prepared and put into a *printing-press.*
"	The printer puts ink upon the types.

(62*d* EXERCISE.)

Printing-press	The paper is put on the *printing-press.*
"	The paper is then pressed upon the types.
"	The paper receives the impression.
brush	Paint is put on houses with a *brush.*
paint-brush	It is called a *paint-brush.*
"	The *paint-brush* is made of hog's bristles.
"	The *paint-brush* is used by painters.
razor	I was shaved by the barber with a *razor.*
"	He cut my face with the *razor.*
"	He lathered my face with soap-suds.
Shaving-brush	He rubbed it on with a *shaving-brush.*
shaving-box	He held the *shaving-box* in his hand.
scissors	He cut my hair with the *scissors.*
oven	Bread is baked in an *oven.*
"	The *oven* is heated with fire.
lathe	Wood is turned in a *lathe.*
trowel	The *trowel* is used by masons.
chisel	Carpenters use the *chisel.*
"	They mortice holes in wood with a *chisel.*
"	They strike the mallet on the *chisel.*
mallet	The *mallet* is a wooden hammer.
auger	Holes are bored in wood with an *auger.*
gimblet	Small holes are bored with a *gimblet.*
plane	Boards are made smooth with a *plane.*
compasses	I made a circle with the *compasses.*
square	The carpenters use the *square* & compasses.
grind-stone	Tools are sharpened upon a *grind-stone.*
needle	Ladies work with a *needle.*
thimble	They put a *thimble* on the finger.
"	*It* is put on the middle-finger.
bodkin	The ladies use a *bodkin.*
loom	Cloth is wove in a *loom.*
shuttle	The *shuttle* is thrown by the weaver.
spade	Holes are dug with a *spade.*
shovel	You can dig in the sand with a *shovel.*
pick-axe	Hard ground is loosened with a *pick-axe.*

(62*d* EXERCISE.)

Hoe	Corn is planted with a *hoe.*
rake	The gardener rakes the garden with a *rake.*
plough	Horses and oxen draw the *plough.*
harrow	The ground is harrowed with a *harrow.*
"	The *harrow* is dragged over the ploughed ground.
sickle	The *sickle* is used to reap the grain.
waggon	The *waggon* is loaded with hay.
pitch-fork	The hay is put on the waggon with a *pitch-fork.*
last	Shoes are made upon a *last.*
"	The *last* is made of wood.
"	The *last* is shaped like the foot.
cleaver	The butcher cuts his meat with a *cleaver.*
cooper's-adz	The *cooper's-adz* is crooked.
sledge	A black-smith's *sledge* is heavy.

63d EXERCISE.

A City and its Parts.

City	*A city* contains many houses.
people	There are many *people* in a city.
inhabitants	The people are called the *inhabitants.*
city	We are in the *city* of New-York.
"	We live in the *city* of New-York.
school	The *school* for the Deaf and Dumb is in Chamber-street.
asylum	The *asylum* for the Deaf and Dumb is in Chatham-street.
street	I live at No. 72 Chatham *street.*
New-York	*New-York* is a large city.
"	*It* contains 120,000 inhabitants.
houses	The *houses* are built close together.
"	Some are brick *houses,* and some are wooden *houses.*
streets	There are *streets* between the houses.

(63*d* EXERCISE.)

Pavements	The *pavements* are laid with stone.
side-walks	The *side-walks* are paved with bricks.
"	*Some* are paved with flat stone.
corner	He turned the *corner* into the next street.
capital	The *capital* is the principal city of a state.
city-hall	The *city-hall* in New-York is a large stone building.
courts	The *courts* of justice are held in it.
judges	The *judges* sit upon the bench.
jury	The *jury* hear the witnesses.
witnesses	The *witnesses* give evidence.
law	The judges explain the *law.*
lawyers	The *lawyers* plead for the parties.
evidence	The jury retire and consult on the *evidence.*
verdict	The jury bring in a *verdict.*
"	The *verdict* decides upon the guilt of the prisoner.
"	The *verdict* is made upon the evidence of witnesses.
prison, prisoner	If the *prisoner* is guilty he is put in *prison.*
prisons	There are four *prisons* in New-York.
gaol	If a man owes you and will not pay, he is put in *gaol.*
debtor's-prison	The gaol is called the *debtor's-prison.*
jail	It is sometimes called the jail.
debtor	If a man owes you he is your *debtor.*
bridewell	If a person steals he is put in *bridewell.*
"	He is kept there till he has a trial.
"	If the jury find him not guilty he is acquitted.
"	He is then set at liberty.
penitentiary	If he is found guilty, he is sent to the *penitentiary,* or the state-prison.
"	He is put in the *penitentiary* for stealing a small sum.
state-prison	He is sent to the *state-prison* for stealing a large sum.

(63*d* EXERCISE.)

State-prison	The prisoners in the penitentiary and *State-prison,* are made to work.
churches	There are many *churches* in New-York.
banks	There are ten *banks* in the city of New-York.
"	Money is kept in the *banks.*
alms-house	The poor inhabitants are supported in the *alms-house.*
"	It is sometimes called the *poor-house.*
"	The new *alms-house* is a large building.
"	There are many poor people in the *alms-house.*
"	The museum is in a part of the old *alms-house.*
"	The school for the Deaf and Dumb is in a part of the old *alms-house.*
soup-house	Soup is made in the *soup-house.*
the poor	It is given to *the poor,* and those who are in gaol.
hospital	The sick are sent to the *hospital.*
"	Sick people who cannot pay, go to the *hospital.*
"	The physicians attend and give medicines without pay.
"	Their services are given gratis.
university	The *university* includes all the colleges and academies in the state.
colleges	There are four *colleges* in this state.
academies	There are many *academies* in the state of New-York.
schools	Common *schools* are numerous.
free schools	There are a number of *free schools* in this city.
school	The Deaf and Dumb are taught in this *school.*
"	This is the *school* for the Deaf and Dumb.
asylum	The boarding-house is called the *asylum* for the Deaf and Dumb.
"	The *school* & *asylum* are called the New-York
institution	*Institution* for instructing the Deaf & Dumb.

(63*d* EXERCISE.)

Institution	There is an *institution* for the Deaf and Dumb, in Hartford.
"	There is *another* in Philadelphia.
market	Meat, vegetables and fruits are sold in *market.*
"	Food of all kinds is sold in *market.*
markets	There are ten *markets* in New-York.
tavern	*A tavern* is a common boarding-house.
wharf	*A wharf* is made in the river.
"	The parts of a *wharf* are connected by bridges.
wharves	There are many *wharves* in New-York.
"	Ships lay at the *wharves.*
"	Ships lay along side of the *wharves.*
store	The *store is near* the wharf.
theatre	The *theatre* was illuminated.
museum	I have been in the *museum.*
"	I saw a great many things in the *museum.*
academy of arts	We saw pictures in the *academy of arts.*
"	We saw men and women made of stone.
statues	These are called *statues.*
hotel	*A hotel* is a genteel boarding-house.
city-hotel	He puts up at the *city-hotel.*
coffee-house	Merchants meet at the *coffee-house.*

64th EXERCISE.

Verbs heretofore introduced, conjugated in the Present and Imperfect Tenses, and Perfect Participle.

1. Regular Verbs.

	Pres. Tense.	*Imperf. Tense.*	*Perf. or Past Part.*
To live	Live	Lived	Lived
to breathe	breathe	breathed	breathed
to suck	suck	sucked	sucked
to wash	wash	washed	washed

(64*th* EXERCISE.)

	Pres. Tense.	*Imperf. Tense.*	*Perf. or Past Part.*
To jump	Jump	Jumped	Jumped
to taste	taste	tasted	tasted
to swallow	swallow	swallowed	swallowed
to love	love	loved	loved
to hate	hate	hated	hated
to hop	hop	hopped	hopped
to walk	walk	walked	walked
to dress	dress	dressed	dressed
to undress	undress	undressed	undressed
to play	play	played	played
to dine	dine	dined	dined
to soar	soar	soared	soared
to pray	pray	prayed	prayed
to brush	brush	brushed	brushed
to peep	peep	peeped	peeped
to mind	mind	minded	minded
to talk	talk	talked	talked
to learn	learn	learned	learned
to laugh	laugh	laughed	laughed
to fear	fear	feared	feared
to smile	smile	smiled	smiled
to sail	sail	sailed	sailed
to dive	dive	dived	dived
to dance	dance	danced	danced
to kill	kill	killed	killed
to clean	clean	cleaned	cleaned
to roast	roast	roasted	roasted
to boil	boil	boiled	boiled
to fry	fry	fried	fried
to broil	broil	broiled	broiled
to stew	stew	stewed	stewed
to turn	turn	turned	turned
to open	open	opened	opened
to bake	bake	baked	baked
to pave	pave	paved	paved

(64*th* EXERCISE.)

	Pres. Tense.	*Imperf. Tense.*	*Perf. or Past Part.*
To mend	Mend	Mended	Mended
to crack	crack	cracked	cracked
to dirty	dirty	dirtied	dirtied
to wash	wash	washed	washed
to cool	cool	cooled	cooled
to refresh	refresh	refreshed	refreshed
to absorb	absorb	absorbed	absorbed
to congeal	congeal	congealed	congealed
to iron	iron	ironed	ironed
to hash	hash	hashed	hashed
to carve	carve	carved	carved
to knead	knead	kneaded	kneaded
to bubble	bubble	bubbled	bubbled
to correct	correct	corrected	corrected
to convert	convert	converted	converted
to rinse	rinse	rinsed	rinsed
to knock	knock	knocked	knocked
to lock	lock	locked	locked
to bolt	bolt	bolted	bolted
to furnish	furnish	furnished	furnished
to light	light	lighted	lighted
to snuff	snuff	snuffed	snuffed
to fold	fold	folded	folded
to erase	erase	erased	erased
to wipe	wipe	wiped	wiped
to rub	rub	rubbed	rubbed
to wet	wet	wetted	wetted
to seal	seal	sealed	sealed
to direct	direct	directed	directed
to row	row	rowed	rowed
to paddle	paddle	paddled	paddled
to sob	sob	sobbed	sobbed
to sigh	sigh	sighed	sighed
to sneeze	sneeze	sneezed	sneezed
to itch	itch	itched	itched

(64*th* EXERCISE.)

	Pres. Tense.	*Imperf. Tense.*	*Perf. or Past Part.*
To scratch	Scratch	Scratched	Scratched
to kneel	kneel	kneeled	kneeled
to preach	preach	preached	preached
to worship	worship	worshipped	worshipped
to announce	announce	announced	announced
to cure	cure	cured	cured
to prepare	prepare	prepared	prepared
to patch	patch	patched	patched
to tan	tan	tanned	tanned
to curry	curry	curried	curried
to bury	bury	buried	buried
to christen	christen	christened	christened
to print	print	printed	printed
to pound	pound	pounded	pounded
to paint	paint	painted	painted
to cultivate	cultivate	cultivated	cultivated
to reap	reap	reaped	reaped
to lather	lather	lathered	lathered
to contain	contain	contained	contained
to include	include	included	included
to illuminate	illuminate	illuminated	illuminated
to brew	brew	brewed	brewed
to load	load	loaded	loaded
to unload	unload	unloaded	unloaded
to cart	cart	carted	carted
to trade	trade	traded	traded
to dye	dye	dyed	dyed
to lean	lean	leaned	leaned
to plough	plough	ploughed	ploughed
to harrow	harrow	harrowed	harrowed
to plant	plant	planted	planted
to cross	cross	crossed	crossed
to foam	foam	foamed	foamed
to hoist	hoist	hoisted	hoisted
to fire	fire	fired	fired

(64*th* EXERCISE.)

	Pres. Tense.	*Imperf. Tense.*	*Perf. or Past Part.*
To admire	Admire	Admired	Admired
to remember	remember	remembered	remembered
to mix	mix	mixed	mixed
to cry	cry	cried	cried
to whip	whip	whipped	whipped
to accompany	accompany	accompanied	accompanied
to pitch	pitch	pitched	pitched
to end	end	ended	ended
to shear	shear	sheared	sheared
to tie	tie	tied	tied
to cover	cover	covered	covered
to deposit	deposit	deposited	deposited
to connect	connect	connected	connected
to unite	unite	united	united

2. IRREGULAR VERBS.

To be	Am	Was	Been
to have	have	had	had
to sleep	sleep	slept	slept
to wake	wake	woke	waked
to eat	eat	ate	eaten
to drink	drink	drank	drunk
to see	see	saw	seen
to get	get	got	got
to hear	hear	heard	heard
to smell	smell	smelled	smelt
to lie	lie	lay	lain
to sit	sit	sat	sat
to go	go	went	gone
to come	come	came	come
to run	run	ran	run
to chew	chew	chewed	chewn
to speak	speak	spoke	spoken
to take	take	took	taken
to kiss	kiss	kissed	kist
to send	send	sent	sent

(64*th* EXERCISE.)

	Pres. Tense.	*Imperf. Tense.*	*Perf. or Past Part.*
To fall	Fall	Fell	Fallen
to say	say	said	said
to tell	tell	told	told
to buy	buy	bought	bought
to ring	ring	rang	rung
to sell	sell	sold	sold
to spit	spit	spat	spitten
to flow	flow	flowed	flown
to spin	spin	span	spun
to sing	sing	sang	sung
to blow	blow	blowed	blown
to swim	swim	swam	swum
to drive	drive	drove	driven
to speak	speak	spoke	spoken
to ride	ride	rode	ridden
to bring	bring	brought	brung
to beat	beat	beat	beaten
to hold	hold	held	holden
to burn	burn	burned	burnt
to shine	shine	shined	shone
to fly	fly	flew	flown
to dig	dig	dug	digged
to sting	sting	stung	stung
to make	make	made	made
to wear	wear	wore	worn
to tear	tear	tore	torn
to sow	sow	sowed	sown
to spell	spell	spelled	spelt
to write	write	wrote	written
to overflow	overflow	overflowed	overflown
to sweep	sweep	sweeped	swept
to teach	teach	taught	taught
to forgive	forgive	forgave	forgiven
to die	die	died	dead
to shave	shave	shaved	shaven

(64*th* EXERCISE.)

	Pres. Tense.	*Imperf. Tense.*	*Perf. or Past Part.*
To grind	Grind	Ground	Ground
to deal	deal	dealed	dealt
to bleed	bleed	bled	bled
to plead	plead	pleaded	pled
to steal	steal	stole	stolen
to burn	burn	burned	burnt
to build	build	built	built
to upset	upset	upsot	upsot
to weep	weep	weeped	wept
to think	think	thought	thought
to wind	wind	wound	wound

3. VERBS OF NO VARIATION IN THE PRESENT TENSE, IMPERFECT TENSE, OR PAST PARTICIPLE.

To cut	Cut	Cut	Cut
to shut	shut	shut	shut
to put	put	put	put
to burst	burst	burst	burst
to cast	cast	cast	cast
to cost	cost	cost	cost
to hit	hit	hit	hit
to hurt	hurt	hurt	hurt
to read	read	read	read
to set	set	set	set
to let	let	let	let
to shed	shed	shed	shed
to slit	slit	slit	slit
to split	split	split	split
to spread	spread	spread	spread
to thrust	thrust	thrust	thrust

4. IMPERSONAL VERBS.

To rain	It rains	It rained	It has rained
to snow	it snows	it snowed	it has snowed
to hail	it hails	it hailed	it has hailed

(64*th* EXERCISE.)

	Pres. Tense.	*Imperf. Tense.*	*Perf. or Past Part.*
To freeze	It freezes	It froze	It has frozen
to appear	it appears	it appeared	it has appeared
to seem	it seems	it seemed	it hath seemed
to happen	it happens	it happened	it has happened
to thunder	it thunders	it thundered	it has thundered
to lighten	it lightens	it lightened	it has lightened
to thaw	it thaws	it thawed	it has thawed
to blow	it blows	it blew	it has blown
to dry	it dries	it dried	it has dried
to be hot	it is hot	it was hot	it has been hot
to be cold	it is cold	it was cold	it has been cold

65th EXERCISE.

Verbs in the Infinitive Mood.

1. PRESENT TENSE.

To row	It is hard *to row* a boat.
to paddle	It is not hard work *to paddle* a canoe.
to sail	The ship is loaded and ready *to sail.*
to live	It is difficult *to live* with him.
"	It is not difficult *to live* with her.
"	It is easy *to live* with her.
"	It is not easy *to live* with him.
to die	He is too wicked *to die.*
to live	She is too good *to live.*
to reform	It is impossible *to reform* him.
to shun	It is best *to shun* bad men.
to be dead	He appears *to be dead.*
"	He appears not *to be dead.*
"	He does not appear *to be dead.*
"	He appears *to be not dead.*
to sob	When he was whipped, he wept, and began *to sob.*
to think	She sighs *to think* of her mother's death.
to relieve	He took snuff *to relieve* his head-ache.

(65*th* EXERCISE.)

To scratch	It is impossible for him *to scratch.*
to be scratched	My back itches; I wish it *to be scratched.*
to scratch	I do not wish the cat *to scratch* me.
to be scratched	I do not wish *to be scratched* by the cat.
to pray	I saw him kneel *to pray.*
to preach	He went to the alms-house *to preach.*
to worship	It is good *to worship* God in prayer.
to sing	It is proper *to sing* in the worship of God.
to worship	Some people delight *to worship* God in silence.
"	I feel a strong desire *to worship* God.
to bury	A grave-yard is a place *to bury* the dead.
to christen	He wishes you *to christen* the children.
to read	You must learn *to read.*
to bleed	The Doctor took out his lancet *to bleed* me.
"	I was afraid and would not be bled.
to be bled	I was afraid *to be bled.*
to tie	They held me *to tie* a string around my arm.
to plead	A lawyer requires practice *to plead* well.
to print	The printer will learn us *to print.*
to pound	These roots are difficult *to pound.*
"	These leaves are easy *to pound.*
to paint	He promised *to paint* my house.
to shave	The barber sent his boy *to shave* me.
to bake	I have too much work *to bake* to-day.
to steal	It is wicked *to steal.*
to ride	He is too sick *to ride.*
"	He is sick and unable *to ride.*
"	He is unable *to ride* in a carriage.
"	It is impossible for him *to ride* in a waggon.
"	I am not used *to ride* on horse-back.
to be wicked	You are inclined *to be wicked.*
to forgive	Pray to God *to forgive* your sins.
"	I am willing *to forgive* you.
to cure	It is impossible *to cure* him.
to announce	It it agreeable *to announce* good news.

(65*th* EXERCISE.)

To prepare	It is necessary for all *to prepare* for death.
to die	We must all prepare *to die.*
to shave	This razor is too dull *to shave.*
"	That razor is not sharp enough *to shave.*
to bake	It is too late *to bake* bread.
to knead	I will show you how *to knead* bread.
to make	I will show you how *to make* bread.
to drive	I thought it was difficult *to drive* a horse.
"	It is not difficult *to drive* a gentle horse.
"	It is easy *to drive* a gentle horse.
"	It is difficult *to drive* an unruly horse.
to mend	It is difficult *to mend* your coat.
to patch	It is not easy *to patch* your coat.
to grind	He is unwilling *to grind* the axe.
to deal	He is willing *to deal* with you.
to tan	It will require four months *to tan* these hides.
to curry	I wish you *to curry* the hides.
to cultivate	It is the business of the farmer *to cultivate* the earth.
to reap	The sickle is employed *to reap* the harvest.
to burn	He tried *to burn* my hand upon the stove.
to contain	The box is too small *to contain* all the books.
to pave	They were employed *to pave* the yard.
to build	He must have money *to build* a house.
to load	They began *to load* the ship.
to unload	They ceased *to unload* the ship.
to cart	Get a carman *to cart* the wood.
to sew	Her finger is sore, and she is unable *to sew.*
to dig	Get a spade *to dig* a hole in the ground.
to dye	I wish you *to dye* my shawl red.
to blow	The wind began *to blow.*
to lean	The boat began *to lean.*
to upset	The wind caused the boat *to upset.*
to plough	We must begin *to plough* to-morrow.
"	Yoke the oxen *to plough* that field.

(65*th* EXERCISE.)

To harrow	Take the horses *to harrow* this field.
to sow	Make haste with your ploughing; it is time *to sow*.
to plant	It is too early *to plant* corn.
to cross	The wind blows too hard *to cross* the river.
to fire	He took aim *to fire* the gun.
to forget	He is apt *to forget*.
to remember	He is not apt *to remember*.
to learn	He is very apt *to learn*.
to laugh	I was forced *to laugh* at his folly.
to cry	He began *to cry* like a child.
to weep	The death of her sister caused her *to weep*.
to whip	He is a bad boy, and I was obliged *to whip* him.
to end	It is time *to end* your play.
to begin	It is time *to begin* your lesson.
to shear	He began *to shear* the sheep.
to be sheared	He has twenty sheep *to be sheared*.
to deposit	I went to the bank *to deposit* my money.
to be deposited	I had one hundred dollars *to be deposited*.
to wear	I am unable *to wear* my coat.
to be worn	It is dirty and not fit *to be worn*.
to remember	I exhort you *to remember* your Creator in the days of your youth.

Verbs in the Infinitive Mood.

2. PERFECT TENSE.

To have read	It is impossible *to have read* the book through.
to have been read	The book ought *to have been read* through.
to have built	He ought not *to have built* so large a house.
to have been built	It is known *to have been built* by contract.
to have burnt	He wished *to have burnt* me.

(*65th* EXERCISE.)

To have been burnt	A horse was said *to have been burnt* in the fire.
to have bled	The Doctor was desirous *to have bled* him.
to have been bled	It was my wish *to have been bled.*
to have united	It was my wish *to have united* them.
to have been united	They were *to have been united* last week.
to have connected	It is proper *to have connected* them.
to have been connected	They ought *to have been connected* long ago.
to have admired	*To have admired* her would make her vain.
to have been admired	She ought not *to have been admired.*
to have corrected	You ought *to have corrected* my letter.
to have been corrected	My letter ought *to have been corrected.*
to have swallowed	*To have swallowed* the pin might have killed him.
to have been swallowed	It is impossible for the bone *to have been swallowed.*
to have washed	You ought *to have washed* him in the river.
to have been washed	He ought *to have been washed* in the river.
to have killed	He was *to have killed* the ox yesterday.
to have been killed	The ox was *to have been killed* yesterday.
to have sealed	I ought *to have sealed* my letter.
to have been sealed	My letter ought *to have been sealed.*

66th EXERCISE.

Words explained by Contrast or Opposition.

1. Substantives.

Life	Death	Dirtiness	Cleanness
health	sickness	sleepiness	wakefulness
love	hatred	agreement	disagreement
joy	grief	management	mismanagement
loss	gain	understanding	misunderstanding
pleasure	pain	behavior	misbehavior
buyer	seller	pleasure	displeasure
warmth	coldness	belief	unbelief
mixture	separation	belief	disbelief

2. Adjectives.

Big	Little	Smooth	Rough
large	small	pale	ruddy
good	bad	weak	strong
young	old	tender	tough
new	old	fair	foul
fresh	stale	white	black
fresh	salt	clean	dirty
fat	lean	thin	thick
tall	short	hot	cold
long	short	wild	tame
fine	coarse	cheap	dear
sour	sweet	ugly	handsome
ripe	unripe	tight	loose
rich	poor	dead	alive
wet	dry	heavy	light
low	high	dull	sharp
hard	soft	careful	careless

3. Verbs.

Active.		*Passive.*	
To live	To die	To be alive	To be dead
to love	to hate	to be loved	to be hated
to clean	to dirty	to be clean	to be dirty

(66*th* EXERCISE.)

To warm	To cool	To be warm	To be cool
to wound	to heal	to be wounded	to be healed
to sicken	to cure	to be sick	to be cured
to hoist	to lower	to be hoisted	to be lowered
to mix	to separate	to be mixed	to be separated
to weep		to be merry	
to laugh	to cry		
to sleep	to wake	to be asleep	to be awake
to sit	to stand	to be sitting	to be standing
to come	to go	to be coming	to be going
to go	to return	to be gone	to be returned
to buy	to sell	to be bought	to be sold
to shut	to open	to be shut	to be opened

4. OPPOSITION BY PREFIXES.

To fold	To unfold	To be folded
		to be unfolded
to load	to unload	to be loaded
		to be unloaded
to cross	to recross	to be crossed
		to be recrossed
to cover	to uncover	to be covered
		to be uncovered
to lose	to gain	to be lost
		to be gained
to agree	to disagree	to be agreed
		to be disagreed
to approve	to disapprove	to be approved
		to be disapproved
to bid	to forbid	to be bid
		to be forbid
to manage	to mismanage	to be managed
		to be mismanaged
to understand	to misunderstand	to be understood
		to be misunderstood
to lock	to unlock	to be locked
		to be unlocked

(66*th* EXERCISE.)

To tie	To untie	To be tied	To be untied
to do	to undo	to be done	to be undone
to uplift	to depress	to be uplifted	to be depressed
to include	to exclude	to be included	to be excluded
to admit	to exclude	to be admitted	to be excluded
to proceed	to digress	to be proceeded	to be digressed
to please	to displease	to be pleased	to be displeased
to behave	to misbehave		
to affirm	to contradict	to be affirmed	to be contradicted
to refuse	to consent	to be refused	
to give	to receive	to be given	to be received
to take	to restore	to be taken	to be restored
to give	to take	to be given	to be taken
to engage	to disengage	to be engaged	to be disengaged

67th EXERCISE.

Derivation.

From	*Comes*	*From*	*Comes*
To live	Liver	To pray	Prayer
to suck	sucker	to brush	brusher
to wash	washer	to talk	talker
to taste	taster	to learn	learner
to love	lover	"	learning
to hate	hater and	to laugh	laugher
"	hatred	"	laughter
to walk	walker	to dive	diver
to dress	dresser	to dance	dancer
"	dressing	to kill	killer
to play	player	to clean	cleanness
to dine	dinner	to roast	roaster
to boil	boiler	to paint	painter
to turn	turner	"	painting
to open	opening	to cultivate	cultivater
"	openness	"	cultivation

(67*th* EXERCISE.)

From	*Comes*	*From*	*Comes*
To bake	Baker	To reap	Reaper
to pave	paver	to illuminate	illumination
"	pavement	to brew	brewer
to wash	washer	to trade	trader
to cool	cooler	to dye	dyer
to refresh	refreshment	to plant	planter
to absorb	absorption	to admire	admirer
to congeal	congelation	to remember	remembrance
to carve	carver	to mix	mixture
to correct	corrector	to cry	cryer
to knock	knocker	to shear	shearer
to lock	locket	to weave	weaver
to furnish	furnisher	to cover	covering
"	furniture	to deposit	deposition
to light	lighter	"	depository
to snuff	snuffer	to grind	grinder
to eraze	erasure	to deal	dealer
"	erasement	to plead	pleader
to seal	sealer	to sleep	sleeper
to direct	director	to drink	drinker
to preach	preacher	to hear	hearer
to worship	worshipper	"	hearing
to prepare	preparation	to smell	smeller
to tan	tanner	"	smelling
to curry	currier	to lie	lier
to bury	burial	to run	runner
to print	printer	to speak	speaker
"	printing	to buy	buyer
to sell	seller	to sting	stinger
to spit	spitter	to make	maker
to spin	spinner	to spell	speller
to sing	singer	to write	writer
to swim	swimmer	to sweep	sweeper
to drive	driver	to teach	teacher
to ride	rider	to forgive	forgiveness
to hold	holder	to build	builder

68th EXERCISE.

Degrees of Comparison.

Large	This is a *large* house,
larger	There is a *larger* house,
largest	That is the *largest* house.
Small	He has a *small* apple,
smaller	She has a *smaller* apple,
smallest	I have the *smallest* apple.
Short	I have three strings; this is *short*,
shorter	That is *shorter* than this,
shortest	But here is the *shortest*.
Long	Here are three sticks; one is *long*,
longer	One is *longer* than the other,
longest	And one is the *longest*.
Tall	This man is *tall*,
taller	That man is *taller* than he,
taller	A tree is *taller* than either,
tallest	But the church steeple is the *tallest*.
High	Here is a *high* tree,
higher	There is a *higher* tree,
highest	That is the *highest* tree.
Low	There is a *low* tree,
lower	The bushes are *lower* than the tree,
lowest	The grass is the *lowest* of the three.
Thick	My book is *thick*,
thicker	Your book is *thicker* than mine,
thickest	This book is the *thickest*.
Thin	Here is *thin* paper,
thinner	There is *thinner* paper,
thinnest	That is the *thinnest* paper.
Old	You are an *old* man,
older	I am not *older* than you,
oldest	You are the *oldest* man in company.
Rich	Mr. A—— is *rich*,
richer	Mr. B—— is *richer* than Mr. A.
richest	But Mr. C—— is the *richest* of the three.

(68*th* EXERCISE.)

Poor	I am so *poor* as not to be worth a dollar.
poorer	He is *poorer* than you, for he has not half a dollar.
poorest	She is the *poorest*, for she is not worth a cent.
Little	She is a *little* girl,
less	I am *less* than she is,
least	Maria is *least* of the three.
Young	Phebe is a *young* woman,
younger	Sally is *younger* than she,
youngest	Harriet is the *youngest* of the three.
Fat	I ate some *fat* meat, and it made me sick.
fatter	It was *fatter* than that meat.
fattest	But this meat is the *fattest*.
Lean	Give me some *lean* meat.
leaner	Give me some that is *leaner* than this.
leanest	I want some of the *leanest*.
Hot	It is very *hot* weather.
hotter	The weather is *hotter* this week than last.
hottest	This is the *hottest* day we have had this week.
Cold	It was *cold* weather.
colder	It is *colder* now than it was, but
coldest	The *coldest* weather is in January.
Clear	This is a *clear* day.
clearer	It is *clearer* to-day than it was yesterday.
clearest	To-day is the *clearest* day this week.
Dull	The adz is *dull*,
duller	The axe is *duller* than the adz.
dullest	The hoe is the *dullest* of the three.
Sharp	My pen-knife is *sharp*.
sharper	His pen-knife is *sharper* than yours.
sharpest	I have the *sharpest* pen-knife.
Fine	I want some *fine* linen.
finer	I want some *finer* than that.
finest	Let me see some of your *finest*.
Clean	Your face is not *clean*.
cleaner	His face is *cleaner* than yours.
cleanest	Her face is the *cleanest*.

(68*th* EXERCISE.)

Full	The barrel is not *full.*
fuller	You can fill it *fuller.*
fullest	This barrel is the *fullest.*
Hard	This brick is *hard.*
harder	This stone is h*arder* than the brick.
hardest	This iron is the *hardest.*
Soft	Here is a *soft* brick.
softer	This cork is *softer* than the brick.
softest	This sponge is the *softest.*
Bright	The candle is *bright.*
brighter	The stars are *brighter* than the candle.
brightest	The sun is the *brightest.*
Cheap	I bought my hat *cheap.*
cheaper	His was bought *cheaper.*
cheapest	Her's was bought the *cheapest.*
Dear	She bought a *dear* hat.
dearer	His hat was *dearer* than hers.
dearest	I bought the *dearest* hat.
Smooth	The floor is *smooth.*
smoother	The bench is *smoother* than the floor.
smoothest	The slate is the *smoothest* of the three.
Pale	Her color is gone ; she grows *pale.*
paler	She grows *paler* and *paler.*
palest	She is *palest,* now she has fainted.
Tight	Her frock is tied *tight.*
tighter	His shoes are tied *tighter* than her frock.
tightest	The cord around her waist is the *tighest.*
Sweet	A peach is *sweet.*
sweeter	Sugar is *sweeter* than a peach.
sweetest	Honey is the *sweetest.*
Good	Your writing is *good.*
better	His writing is *better.*
best	Her writing is *best.*
Bad	John is a *bad* boy.
worse	William is *worse* than John.
worst	James is the *worst* of all.

(68*th* EXERCISE.)

Near	That door is *near* me.
nearer	You are *nearer* to me than that door.
nearest or	She is the *nearest* to me.
next	She stands *next* to me.
Late	It was *late* when I got to school.
later	John came *later* than I did.
latest or	James was the *latest*.
last	He came *last* of all.
Much	He drank too *much* wine.
more	I drank *more* water than wine.
most	He drank the *most* wine.
Bitter	This nut is *bitter*.
more	This beer is *more bitter* than the nut.
most	This porter is the *most bitter* of the three.
Tender	Here is a good *tender* piece of beef.
more	The goose is *more tender* than the beef.
most	The chickens are the *most tender*.
Hungry	Give it to the poor *hungry* man.
more	The child is *more hungry* than the man.
most	I am the most *hungry*.
Thirsty	The boy is *thirsty*, give him something to drink.
more	He is not *more thirsty* than she is.
most	I am the *most thirsty*.
Handsome	That lady is *handsome*.
more	This lady is *more handsome* than that.
most	I saw the *most handsome* lady in the city.
Beautiful	She was *beautiful*.
more	No one could be *more beautiful*.
most	She was the *most beautiful* lady I ever saw.
Muddy	The side-walk is *muddy*.
more	It is *more muddy* in the yard.
most	The street is the *most muddy*.
Frequent	He is *frequent* in going to church.
more	She is *more frequent* than she is.
most	They are the *most frequent*.

(68*th* EXERCISE.)

Quarrelsome	He is *quarrelsome.*
more	She is *more quarrelsome.*
most	They are the *most quarrelsome* people I know.
Rainy	There was a *rainy* day last week.
more	Yesterday was *more rainy.*
most	To-day is the *most rainy.*

69th EXERCISE.

Singular and Plural.

1. BY ADDING S TO THE SINGULAR.

Awl	That *awl* belongs to the shoe-maker.
awls	*Awls* are used by shoe-makers.
ape	An *ape* is a kind of monkey.
apes	*Apes* mimic the actions of men.
axe	A man cut his foot with an *axe.*
axes	I bought three *axes* for one dollar each.
ant	I saw a very small *ant* on the ground.
ants	I saw hundreds of *ants* in the yard.
bee	The boy was stung by a *bee.*
bees	*Bees* make honey.
bow	The boy shot a cat with his *bow* and arrow.
bows	The boys are shooting with their *bows* and arrows.
bat	I saw a *bat* last evening.
bats	*Bats* fly at night.
bug	A *bug* flew in the window.
bugs	*Bugs* are very plenty in summer.
cow	Our *cow* gives a pail full of milk.
cows	The *cows* are milked by women.
cat	Our *cat* caught a rat.
cats	Rats are afraid of *cats.*
cap	She wore a plain *cap.*
caps	She made her own *caps.*

(69*th* EXERCISE.)

Dog	The *dog* barks.
dogs	The *dogs* barked all night.
egg	He is eating an *egg*.
eggs	*Eggs* are laid by hens.
eel	That *eel* is good to eat.
eels	These *eels* are slippery.
fan	The *fan* gives wind.
fans	She has two *fans*.
gun	He is loading his *gun*.
guns	Those *guns made* a noise.
hat	Put on your *hat*.
hats	Take off your *hats*.
hen	My little *hen* laid an egg.
hens	Take this corn and feed the *hens*.
hoe	The *hoe* is in the garden.
hoes	The *hoes* are all in the garden.
jug	The *jug* is full of wine.
jugs	Fill the other *jugs* with water.
key	The *key* is in the door.
keys	Bring me the bunch of *keys*.
owl	I saw an *owl* in the museum.
owls	*Owls* can see best at night.
pen	I want a new *pen*.
pens	The *pens* are all mended.
pin	Give me a *pin*.
pins	The *pins* are all gone.
pot	The *pot* is over the fire.
pots	The *pots* are all clean.
rat	The *rat* was caught by the cat.
rats	Our cellar is full of *rats*.
top	The boy spins his *top*.
tops	The boys are spinning their *tops*.
saw	He let the *saw* fall and broke it.
saws	Mr. S—— sells *saws*; go and buy one.
book	This *book* is full of pictures.
books	You must not tear your *books*.

(69*th* EXERCISE.)

Bear	I saw a great white *bear* in the museum.
bears	Some *bears* are white, and some are black.
boat	I sailed in a *boat*.
boats	The river was full of *boats*.
"	I counted twenty *boats* in the river.
bell	I heard the *bell* ring.
bells	The *bells* are ringing for fire.
boot	My *boot* is ripped.
boots	He has a new pair of *boots*.
bird	The *bird* flew away.
birds	I saw a flock of *birds*.

2. PLURAL FORMED BY ADDING *es* TO THE SINGULAR.

Fox	He is as sly as a *fox*.
foxes	*Foxes* steal chickens and hens.
fish	I caught a *fish* with my hook and line.
fishes	He caught five *fishes*.
dish	The *dish* fell and broke in two.
dishes	The *dishes* are on the table.
miss	I saw *Miss* Eliza this morning.
misses	She was walking with three other little *Misses*.
rush	The *rush* grows in wet ground.
rushes	Chair bottoms are made of *rushes*.
hiss	The *hiss* of the goose alarmed her.
hisses	I heard his *hisses* without alarm.
kiss	Give me a *kiss*.
kisses	Children are fond of *kisses*.
box	She gave me a *box* on the ear.
boxes	She gave me two *boxes*.
brush	Take the *brush* and sweep the hearth.
brushes	Let us go in and look at the *brushes*.

3. PLURAL FORMED BY CHANGING *f* OR *fe* INTO *ves*.

Loaf	Let me have a shilling *loaf* of bread.
loaves	We eat five *loaves* of bread a day.
wife	That man's *wife* is dead.
wives	He has had three *wives*.

(69*th* EXERCISE.)

Life	He leads an idle *life*.
lives	I was reading the *lives* of the poets.
knife	You must not cut sticks with my *knife*.
knives	He is grinding the *knives*.
sheaf	Go to the barn and bring me a *sheaf* of straw.
sheaves	It will take two *sheaves* to make a straw-bed.
leaf	There is not a *leaf* on the tree.
leaves	The caterpillars have eat up all the *leaves*.

4. PLURAL FORMED BY CHANGING *y* AND *ey* INTO *ies*.

Beauty	She is a great *beauty*.
beauties	I saw a number of *beauties* in my walk.
cherry	You gave me only one *cherry*.
cherries	You must not eat all the *cherries*.
twenty	I am *twenty* years old.
twenties	You have seen three *twenties*.
thirty	He cannot count *thirty*.
thirties	I counted them, and there were three *thirties*.
forty	He counted *forty*.
forties	Count the whole by *forties*.
fifty	There are *fifty* dollars in this bundle.
fifties	Put the money up in bundles of *fifties*.
baby	My sister has a *baby*.
babies	I heard the *babies* cry.
lady	That *lady* made me a present.
ladies	You should thank the *ladies* for their visit.
monkey	The *monkey* was tied with a rope.
monkies	There are a great many *monkies* in the museum.
turkey	We had a roasted *turkey* for dinner.
turkies	He bought three large *turkies*.
salary	He receives a moderate *salary* for preaching.
salaries	Some preachers receive large *salaries*.

5. SINGULAR AND PLURAL ALIKE.

Deer	I saw a beautiful tame *deer*.
deer	Mr. Scudder has two *deer* in the museum.

(69*th* EXERCISE.)

Sheep	I saw a *sheep* after the butcher had killed it.
sheep	The butcher drove a flock of *sheep* through the street.
swine	A large *swine* upset the chair.
swine	The *swine* run at large in New-York.
shrimp	A New-York *shrimp* is small.
shrimp	*Shrimp* are very good to eat.

6. NOUNS IN THE SINGULAR ONLY.

Sloth	William is a great *sloth.*
wheat	He took the *wheat* to mill to be ground.
pride	*Pride* will have a fall.
gold	All is not *gold* that shines.
iron	*Iron* is the most useful of the metals.
copper	The tea-kettle is made of *copper.*
silver	The tea and table spoons are *silver.*
lead	We make much use of *lead.*
tin	*Tin* is a very useful metal.
lye	With the *lye* of ashes we make soap.
goodness	Her *goodness* was no protection.
meekness	She is full of *meekness.*
kindness	He is all *kindness.*
hatred	He shows great *hatred* to all his friends.
revenge	He is full of *revenge.*
poverty	He is depressed with *poverty:*
bread	They eat a large quantity of *bread.*
beer	We drank two gallons of *beer.*

7. NOUNS IN THE PLURAL ONLY.

Bellows	Blow the fire with the *bellows.*
ashes	Take up the *ashes.*
pincers	He pinched me with the *pincers.*
scissors	He is cutting paper with the *scissors.*
snuffers	Snuff the candle with the *snuffers.*
riches	No one knows the extent of his *riches.*
goods	The *goods* were sold at auction.
tongs	Bring me a coal of fire with the *tongs.*

(69*th* EXERCISE.)

8. PLURAL IRREGULAR.

Ox	The *ox* is in the yard.
oxen	The *oxen* are ploughing.
man	I saw a *man* fall into the river.
men	I saw two *men* take him out.
woman	She is a very kind *woman*.
women	Three *women* were walking together.
child	The *child* is asleep.
children	The *children* are playing in the yard.
brother	My *brother* is gone to sea.
brothers, or	She has three *brothers*.
brethren	I beseech you *brethren*, to be kind unto one another.
foot	He was wounded in the *foot*.
feet	Both his *feet* were frozen.
goose	I shot a wild *goose*.
geese	I saw a flock of wild *geese*.
mouse	The cat killed the *mouse*.
mice	The *mice* ran into the hole.
louse	There is a *louse*.
lice	*Lice* live among the hairs of the head.
penny	Give me a *penny*.
pennies, or	I gave you two *pennies* yesterday.
pence	I have six *pence* in my pocket.
die	The *die* is cast, and you must go.
dice	You must not play with *dice*.

70th EXERCISE.

Masculine and Feminine Gender.

1. FORMED BY DIFFERENT TERMINATIONS.

Actor	He is an *actor* on the stage.
actress	She is an *actress*.
heir	He is *heir* to a large estate.
heiress	She is a great *heiress*.

(70*th* EXERCISE.)

Poet	The man you saw is a *poet*. He writes poetry.
poetess	That woman is a *poetess*. She writes poetry.
hunter	The *hunter* hunts wild beasts.
huntress	We have no example of a *huntress* in this country.
patron	Mr. B—— is my *patron* and friend.
patroness	Mrs. C—— is my *patroness*.
benefactor	He was my *benefactor* in time of need.
benefactress	Mary was my *benefactress*.
tiger	The hunters killed a *tiger*.
tigress	The *tigress* has whelps.
tutor	Mr. D—— is a *tutor*.
tutoress	Miss E—— is our *tutoress*.
priest	The preacher performs the office of a *priest*.
priestess	A *priestess* is a female who officiated in ancient heathen rites.
lion	A *lion* is a strong and powerful animal.
lioness	The *lioness* is ferocious when she has young ones.
testator	The *testator* left me one thousand dollars by his will.
testatrix	The *testatrix* left a large estate to her heirs.
master	He is *master* of his own actions.
mistress	She is *mistress* of her own time.
hero	Perry, the *hero* of Lake Erie, is dead.
heroine	She is the *heroine* of the north.
shepherd	The *shepherd* tends his flocks.
shepherdess	The *shepherdess* is a female shepherd.
executor	He was *executor* to my father's estate.
executrix	My mother was *executrix*.
administrator	Mr. S—— was *administrator* to my uncle's estate.
administratrix	My aunt was the *administratrix*.
emperor	The *emperor* of France is in confinement.
empress	The *empress* lives in retirement.

(70*th* EXERCISE.)

Governor	The *governor* issued his proclamation.
governess	The *governess* gave her orders before her departure.

2. FORMED BY DIFFERENT WORDS.

Bachelor	A *bachelor* is an unmarried man.
maid	An unmarried woman is called a *maid*.
brother	Her *brother* is dead.
sister	His *sister* is sick.
buck	A *buck* is a male deer.
doe	A *doe* is a female deer.
sloven	That man is a great *sloven*.
slut	That girl is a great *slut*.
horse	The *horse* kicked his feet through the stable.
mare	I have a *mare*, and she has a colt.
dog	A mad *dog* will bite his best friend.
bitch	The *bitch* suckles her pups.
master	He is *master* of his own actions.
mistress	She is *mistress* of her own time.
king	The *king* put an end to himself.
queen	When the *queen* landed in England, the people gave her a welcome.
bull	The *bull* gored an ox.
cow	The *cow* choked herself with an apple.
man	The *man* hung himself with a rope.
woman	The *woman* grieved herself to death.
father	My *father* was an industrious man.
mother	My *mother* was a prudent woman.
cock	The *cock* crows in the morning.
hen	The *hen* scratches for her chickens.
bride	The *bride* was arrayed in her best attire.
bridegroom	The bride and *bridegroom* went to church.
boy	The little *boy* stubbed his toe against a stone.
girl	The little *girl* is playing with her doll.
boar	The *boar* bit a child.
sow	The *sow* has eight pigs.

(70*th* EXERCISE.)

Uncle	My *uncle* is a very good man.
aunt	My *aunt* is a very good woman.
son	His *son* is a fine boy.
daughter	Your *daughter* is a beautiful girl.
nephew	My *nephew* lost his father when he was a boy.
niece	My *niece* has gone to see her sister.
lad	The *lad* is almost a man.
lass	She is a pretty *lass*.
lord	My *lord*, you shall be obeyed.
lady	His *lady* is a beautiful woman.

3. BY THE ADDITION OF A WORD.

Man-servant	Mr. F—— wants a *man-servant*.
maid-servant	I can recommend to you a *maid-servant*.
he-goat	The *he-goat* butts with his head.
she-goat	The *she-goat* has two kids.
male child	This is a *male-child*.
female-child	That is a *female-child*.
he-bear	My father shot a great *he-bear*.
she-bear	The *she-bear* had two cubs.
male-scholar	The *male-scholar* is slow in learning.
female-scholar	The *female-scholar* is quick in learning.
black-man	Call the *black-man* to pile the wood.
black-woman	The *black-woman* is washing the clothes.
black-boy	Send the *black-boy* to the pump for water.
black-girl	Tell the *black-girl* to bring up the dinner.
drake	The *drake* is swimming in the water.
duck	The *duck* is sitting on her eggs.

71st EXERCISE.

Exercise on the following Words.

This,	These,	Each,	Either,	Neither,	One,
That,	Those,	Every,	Or,	Nor,	Other.

(71*st* EXERCISE.)

1. THIS AND THAT.

I will forgive you *this* time.
I forgive you *this* once, but remember the next time, you shall be whipped.
This is what I said.
I said you told a lie.
That is not what you said.
You said I stole sixpence.
I said you stole sixpence, and you denied it; and
Then I said you told a lie.
This is the whole of what I said, and *that* is the truth.
This is my hat, *that* is yours.
She may recover from her sickness, but she must die at last.
This is certain, *that* is not.
This book is mine, and *that* slate is mine.
I gave *that* ball for *this* apple.
That house is higher than *this*.
That tree is not so high as *this* house.
Give me *that* apple, and I will give you *this* top.
I would rather have *this* apple than *that* top.
I can see better from *this* place than from *that*.
I prefer *this* country to *that*.
I would rather live in *this* climate than in *that* of Georgia.

2. THESE AND THOSE.

These girls are attentive, *those* boys are not.
These boys are noisy, *those* girls are quiet.
I gave four shillings for *these* oranges, and two for *those* apples.
The sun, moon and stars display the glory of God:
These are thy works, Almighty Father, parent of good:
Let *those* who deny thee examine thy works; their eyes will be opened, and their tongues will be loosened in thy praise.
These will speak in honor of thy name,
And *those* will see thy glory and thy salvation.

(71*st* EXERCISE.)

3. EACH AND EVERY.

I gave a penny to *each* of the girls.
Every one of them has a penny.
I offered a dollar to *each* of them, but *every* one of them refused to take it.
I examined *each* piece of cloth, and *every* one of them was damaged.
They are bad boys; *every* one of them deserves a whipping, and I will give it to *each* of them.
I gave *each* a task; *every* one learned it.

4. EITHER AND OR.

Either you are right, *or* I am right.
Either you are wrong, *or* I am wrong.
Either I am right, *or* you are right.
Either I am wrong, *or* you are wrong.
If you are right, then I am not right.
If you are wrong, then I am not wrong.
If I am right, then you are not right.
If I am wrong, then you are not wrong.
He says *either* you *or* I must go.
Either he *or* she will show you.
Either these shoes *or* those will fit her.
Either this hat *or* that hat will suit her.
I will buy *either* this *or* that bonnet.
I will go *either* to-day *or* to-morrow.

5. NEITHER AND NOR.

I will *neither* quarrel *nor* fight.
You shall *neither* eat *nor* drink.
Thou shalt not kill, *neither* shalt thou bear false witness against thy neighbor.
Thou shalt *neither* kill, *nor* bear false witness against thy neighbor.
Neither he *nor* they speak the truth.
Neither of them speak the truth.
Neither we *nor* they have suffered.

(71*st* EXERCISE.)

Neither of us have suffered.
I will *neither* give it to him *nor* to you.
I will *neither* give it for love *nor* money.
I say it is wrong; *neither* this *nor* that is right.

6. ONE AND OTHER.

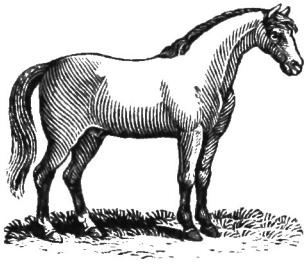
I gave him *one* apple, he took the *other*.
One is sweet, the *other* is sour.
One good turn deserves an *other*.
Two boys were stealing; the *one* was taken, the *other* ran away.
Both his children were sick; the *one* has recovered, the *other* died.
One girl is dead, the *other* is dying.
One tree is full of fruit, the *other* is not.
When you stand on *one* foot, you hold up the *other*.
I stand with *one* foot upon *one* bench, and the *other* foot upon the *other* bench.
I will *neither* give you *one nor* the *other*.

72d EXERCISE.

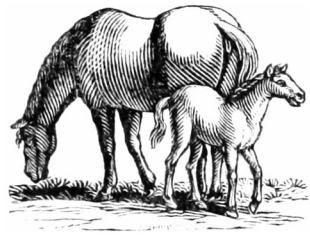
DOMESTIC ANIMALS.

1. QUADRUPEDS.

Horse.



Mare and Colt.



You have seen a horse. He is a very useful animal, and is made to work for us. A horse is used to carry a man on his back. This is called riding on *horse-back*. A bridle is

(72*d* EXERCISE.)

put on his head to guide him, and a saddle on his back, that we may sit easy, with stirrups to rest the feet in. We can travel on horse-back much faster than a man can walk: Horses at one time were all *wild*, and ran in the woods like other wild animals. They were caught and *tamed*, and have become *domesticated*, and are very necessary for the comfort and enjoyment of civilized life. In some countries horses are yet found wild. Other animals as well as horses have been tamed, and are called *domestic animals*.

The horse is not only useful to us for riding on horse-back, but he is accustomed to draw a carriage, a riding-chair, a waggon, a cart, and a sleigh. A carriage has four wheels, and is generally drawn by two horses. Those who are rich ride in a carriage for amusement and pleasure. A riding-chair is also used for pleasure, but sometimes for *business*. The harness is put on the horse's back, and he is *tackled* before the chair, and *guided* by a long bridle called the *lines*. We then get in the chair and go a *chair-riding*.

A waggon has four wheels, and is used by farmers to ride in, and to carry things in it. It is drawn by two horses. A cart is drawn by one horse, and is employed in cities, to draw heavy loads or burthens, from one place to another. In winter, sleighs are used for business or pleasure; and a sleigh is drawn on the snow by one or two horses.

Thus by the help of the horse, we can do more work, or move quicker from one place to another, than we can without him. We can ride on horse-back, in a coach, in a chair, a waggon, a cart, or a sleigh. But the most useful and extensive employment to which the horse is applied, is that of ploughing and harrowing the ground, to plant and sow seeds, which when grown, furnish food for man and beast.

You must observe that a horse has some parts which answer the same purposes as similar ones in ourselves. The horse has a head, a mouth, ears, eyes, teeth, nostrils and legs; which are employed by him, as the same parts are by a man. His head, however, is long, and very differently

(72*d* EXERCISE.)

shaped from ours; his mouth is large, and his teeth stout and strong; his ears are long and pointed, and can be moved backward and forward, to hear a noise made before or behind him; his nostrils are wide, and when he is frightened, he starts and *snorts*. The eyes of a horse are very much like those of a man, but they are larger. We have two legs, a horse has four; and instead of feet he has *hoofs*, which are hard and *horny*. To prevent the hoofs wearing out, the black-smith puts *iron-shoes* upon them, and makes them fast with *iron-nails*.

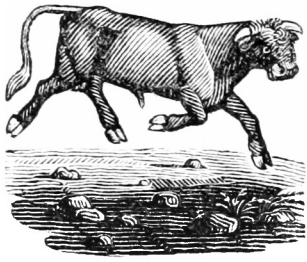
The horse has other parts very different from a man. On his neck is long hair, which is called a *mane*, and on his tail is similar hair. On his legs, above the hoofs behind, is a small bunch of hair named the *fetlocks*. The whole surface of the body and skin is covered with short hair.

A male horse is sometimes called a *stud*, and the female horse a *mare*. The mare suckles her young one, which is called a *colt*. The horse is probably the most useful of all the domestic animals, and we should be kind to it, and careful in protecting it.

The flesh of the horse is not good to eat, but the hair is useful, and the skin of the animal when dead, is tanned and made into stout and strong leather. Horses *neigh*, and the noise which they make is called *neighing*. They fight and defend themselves by biting and kicking with their hind-feet.

(72*d* EXERCISE.)

Bull. Cow and Calf.





Among domestic animals, although the horse is highly useful and necessary, it would be difficult to say if those of the *cow kind* are less so; as they answer so many valuable purposes. They are called *neat-cattle*, and include the *bull*, the *ox*, the *cow*, and the *calf*. The male is called the *bull*, the female the *cow*, and the young one a *calf*. The *ox* was once a bull, but by particular management when young, has become tame and submissive. He is larger than the bull, and has long and slender horns. The bull is surly and cross, and cannot be yoked to the plough or waggon, as an ox. He fights with his horns, which are short and thick, and kicks with his hind-feet.

Neat-cattle have some parts different from those of a horse, or other domestic animal. They have a long head, mouth, nose and eyes, somewhat like those of a horse: but on the top of the head they have crooked *tapering* horns, with which they fight and defend themselves. Their ears, like those of the horse, are *moveable*, but broader and not so sharp. They have a long tail, which is *bushy* at the end. Their legs, like those of a horse, are terminated in hoofs, which are divided in the middle, but those of the horse are not. The cow has a large *bag* with four teats, from which she suckles her calf.

The uses of neat-cattle are numerous. The bull is so unruly, that he is not employed to work. The ox, on the contrary, is *yoked* to the plough, the harrow, and the loaded

cart; and by his great strength and docility, can be employed to great advantage. If from any cause, the ox is not able to work, he is fatted and killed by the butcher, and the flesh is called *beef*. The flesh of the cow is also called beef, which is very good food. A calf when nearly grown to a cow, is called a *heifer*.

The fat of the ox and cow is called *tallow*, and is made into candles. When an ox or cow is killed, the skin is called a *hide*, or an *ox-hide*, or a *cow-hide*. These hides are tanned into leather, of which shoes are made. The hair which is scraped from the hides, is mixed with mortar for plastering the walls of houses. The horns are preserved and made into *combs*, *powder-horns*, and some other useful articles.

When the calf is taken away from the cow and killed, its flesh is called *veal*, and is very tender and good to eat. The skin of the calf is also made into fine leather, of which ladies' shoes are made.

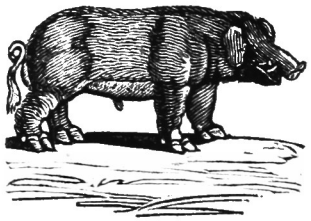
When the calf is killed the cow continues to give milk, which is eaten and drunk by us all. It is very rich and nourishing. After milk stands a while, *cream* rises on the top, and this is *churned* and converted into butter, which we daily eat.

Cheese is made of milk. Cows eat the grass which grows in the field; and if they have plenty of that, they give a great quantity of milk, and pay us in this way for the care we take to provide them food. Cows are *milked* morning and evening by women.

Cows *low*, bulls *bellow*, and calves *baa*. The cry which cows make is a mournful noise called *lowing*; that of the bull is loud and frightful, and called *bellowing*, while the *baaing* of the calf is pitiful and unpleasant, but the Deaf and Dumb cannot hear it.

(72*d* EXERCISE.)

Boar. Sow and Pigs.





Animals of the *hog* kind are principally used for food. They are fatted to be killed and eaten. The flesh of hogs is called *pork*, and is sold in market like other meat; but it is also *preserved* with salt, and kept in barrels for future use. It is then called *salt-pork*. Salt-pork will keep a long while without spoiling, but *fresh-pork* will not. The fat of a hog is called *lard*, or *hog's lard*, and is separated from the meat and is used for cooking. The *intestines* are cleaned and filled with the flesh of the hog, chopped fine, and are then called *sausages*. When the hog is cut up into pieces for salting, it is then packed away into barrels with coarse salt. After three or four weeks, some parts are taken out of the barrels and hung up in a *smoke-house*, smoked and dried, and in that state will keep a year without spoiling. Salt-pork thus smoked is called *bacon*, and that which was the thick part of the *fore-leg* is called a *shoulder of bacon*, and the hind-leg a *ham*, or a *smoked-ham*. Beef is also salted and smoked in the same way, and is called *smoked-beef*.

The hair of the hog is very different from that of the horse and cow, being coarse and rough, and called *bristles*. When hogs are killed, they are then put into boiling water for a minute or two, to loosen the bristles, which are then pulled out or scraped off with a knife. The bristles are very useful, and are sold to the *brush-makers*, who make them into all kinds of *brushes*.

(72*d* EXERCISE.)

Hogs *wallow* in the *mire*, and root in the ground for food. They are fond of wet and *muddy* places. They make two kinds of noise which the Deaf and Dumb cannot hear. They commonly *grunt*; but when they are frightened or in pain, they *squeal*.

Hogs have a long head and a blunt nose, which is called a *snout*. They have long and sharp teeth, and on each side of the mouth, one tooth is longer than the other. These two teeth are named *tusks*. The ears are broad, and sometimes hang down over the eyes. The feet are called *hoofs*, and are divided into two parts before, and two small toes behind.

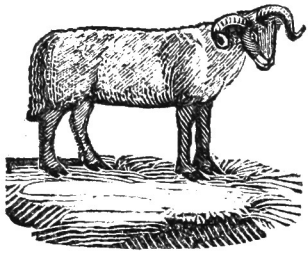
When a number of hogs are collected together, they make what is called a *drove* of hogs. Hogs are sometimes called *swine*. The *he-hog* is called a *boar*, and the *she-hog* a *sow*, while the young ones are named *pigs*. The sow has many teats, and can *suckle* ten or twelve pigs at the same time. When pigs are five or six weeks old, they are fit to eat. They are killed and cleaned, and roasted whole, and are called *roasters*. When a pig is roasted before the fire, or baked in an oven, it is called a *roast-pig*.

The *wild-boar* is a dangerous animal. He fights and defends himself with his *tusks*. The boar runs wild in some countries to this day, and is *hunted* by the *hunters* on *horse-back*, for the amusement of hunting, and for the flesh of the animal.

The hog in his domesticated state, loses a great part of his natural wildness and ferocity; but there is so much of it still left, that we frequently say of a man, that *he is a hog*, and sometimes that *he is as rough as a hog*, if he does not possess the disposition and manners of a gentleman, and behaves rough and rude to others.

(72*d* EXERCISE.)

Ram.



Ewe and Lamb.



There are three names applied to *sheep*. The *he-sheep is* called a *ram*, the *she-sheep* a *ewe*, and the young one a *lamb*.

The ram has generally two crooked *horns* on his head, but the ewe and lamb have none. The sheep was once a wild animal, but it is not now found in a wild state. It has become completely domesticated, and is one of the mildest and gentlest of domestic animals. It is useful to man, by the food and clothing it produces.

The flesh of the sheep is called *mutton*, or *lamb*, when it is part of a young one. The fat is called *tallow*, or mutton-tallow, and is used with *beef-tallow* to make candles. Sheep do not grow so large as hogs, and they have smaller ears. Their hoofs, like those of the hog, are divided in the middle. The flesh of the sheep is eaten fresh, and seldom salted.

Instead of hair, sheep have their bodies covered with curly *wool*, which is cut off or *sheared* every summer, and made into cloth. The wool, after being washed clean, is *carded* and *spun* into *yarn*, and then *wove* into cloth. The skins of sheep are tanned, and made into leather called *sheep-skin*.

Rams fight and defend themselves with their head and horns. They run against one another when they fight, and *butt* with their heads, and that which is the strongest, beats the other, and he runs. The cry which sheep make is called *bleating*.

(72*d* EXERCISE.)

He-goat.

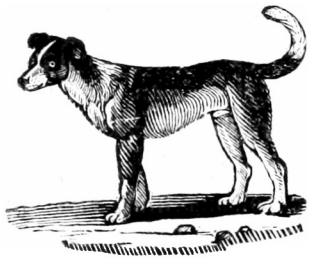


She-goat and Kid.



The goat is still found in a wild state, and living among the mountains, where it climbs up the steep rocks, seeks for grass and other food, and where it cannot be hunted by men. The goat is about the size of the sheep, and is easily distinguished by its long beard. Goats are not so useful as sheep. Wild-goats are hunted for their skins, which are used to cover trunks, and for other purposes. The flesh is not so good to eat as that of the sheep, except it be the flesh of the young goat, which is called a *kid*. Goats are kept in a domestic state, principally for their kids, and the milk which they give. *Goat's-milk* has been highly recommended in some diseases, as efficacious in effecting a cure.

Dog.



Bitch and Pups.



The dog is the most faithful of domestic animals, and is most attached to man. He is gentle and generous, and grateful for the food and protection which his master gives

(72*d* EXERCISE.)

him. The dog is allowed to be one of the most intelligent of animals, and one that, doubtless, is most to be admired; for, independent of his beauty, his vivacity and swiftness, he gives the most manifest proofs of his attachment to man.

The dog willingly *crouches* before his master, and is ever ready to lick his hand, in token of kindness and submission. He waits his master's orders, consults his looks, and is always ready to obey him. He is constant in his affections, friendly without interest, and grateful for the slightest favor he can receive; easily forgets bad usage and cruelty, and disarms resentment by submissively yielding to the will of those whom he endeavors to serve and please.

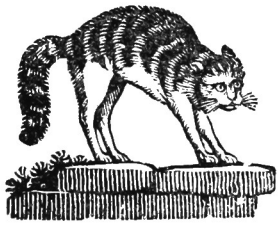
His sagacity can only be exceeded by his fidelity; for he will discover a beggar by his clothes; and when at night he is put in charge of the house, no sentinel can protect it with greater care. If a stranger approaches, he immediately sounds an alarm by *barking;* and should he come too near, the dog would spring upon and bite him, unless forbidden by his master. The dog *guards* his master's house, protects it from thieves, and shows an attachment that must at once both delight and please. He is useful to man in a variety of ways.

When the dog sees a man, an animal, or any thing approach that he is not accustomed to see, he begins to *growl,* and then he *barks,* and the noise calls his master. When he is sick he *howls,* and when he is hurt or in pain, he *yelps.* Dogs are very useful to the farmer in the country, but of little use in the city. Dogs' feet are called *paws,* and are divided into toes, with a horny nail on each. The *she-dog* is called a *bitch,* and her young ones *pups.*

In hot weather dogs sometimes become sick and run *mad;* and if then they bite a man, it poisons him, and some months afterwards he is seized with hydrophobia; and when he has that disease he cannot drink water, and dies in convulsions.

(72*d* EXERCISE.)

He-cat.



She-cat & Kittens.



The cat is a domestic animal that lives in the house with us, and is particularly useful in killing rats and mice, which creep into holes and corners, and at night come out and eat the food which was prepared for ourselves. The cat is quick in seeing and smelling, particularly in the dark, when we cannot see. The cat has hairs on the upper lip, called *whiskers*. Its head is round, and not like that of the dog, the goat, or the hog. The skin is covered with fine and smooth hair, called *fur*, which, with other furs, is made into *muffs* and *tippets*. The young of the cat are called *kittens*, and when they cry they *mew*.

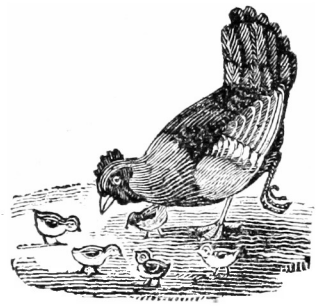
DOMESTIC ANIMALS.

2. BIRDS.

Cock.



Hen & Chickens.



There are some birds, among domestic animals, which have been tamed, and live about the habitations of men.

(72*d* EXERCISE.)

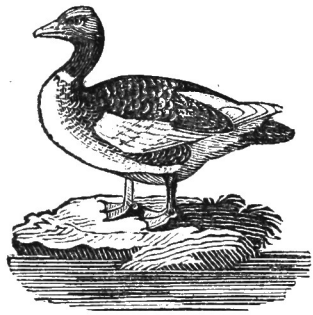
Of these, the *fowls* called *barn-door-fowls* are not the least useful. They are the *cock*, the *hen*, and *chickens*. The hen lays eggs, which are very good to eat. She *sits* upon them, and they are *hatched* into chickens. Chickens, when two or three months old, are very good and tender food. Fowls are *raised* for their eggs, and for their flesh, which supply us with excellent eating.

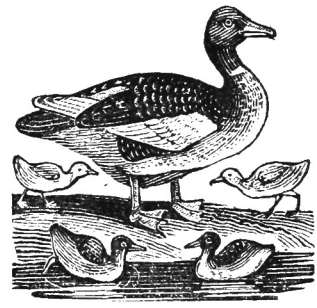
The cock *crows* in the morn. and gives us notice of the first approach of day. The cock is an early riser. He flaps his wings and crows, to let us know that we must be up, and not sleep while the sun shines. After the sun is set, the cock *retires* to his *roost* and sleeps 'till day-light. He is a handsome bird, and is *distinguished* by a red *comb* on the top of his head, and red gills under his chin. He has handsome tail feathers, and long sharp *spurs* on his legs, with which he fights and defends himself. The cock is a great *fighter*, and is sometimes so resolute that he will continue to fight 'till he is killed.

The hen is not so handsome a bird as the cock. She is a timid animal, and in general, flies from danger on the least alarm; but when she has chickens she is *courageous*, and will defend them to the utmost. When the hawk flies in sight and *hovers* over her young *brood*, she calls her chickens to fly from danger, while she watches the motions of the hawk, and stands ready to fight him. When night approaches she collects them under her wings, and sitting down upon the ground, keeps them warm all the night. While she has chickens, she *clucks* and calls them to her. With her feet and *claws* she scratches up the ground, and picks up the seeds of grain about the barn, which she teaches her chickens to eat.

(72*d* EXERCISE.)

Gander. Goose & Goslings.





The goose is a tame and domesticated bird, much larger than the hen, and supplies us with its flesh for food, and feathers for making beds. Every summer the feathers are *plucked* from the geese, and before winter they grow out again.

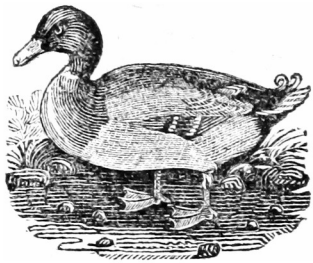
The *he-goose* is called a *gander*, and the young geese, *goslings*. The goose is a *water-bird*; that is to say, it delights to swim upon the water, where it seeks for food. The hen, on the contrary, is a *land-bird*, and does not go in the water. The goose has four toes on each foot. Three of the toes project forward, and one backward; and the three forward toes are united by a *web*, which enables it to push itself forward and swim. The goose is therefore called a *web-footed-bird*. The goose lays a large white egg, three times the size of a hen's egg. Geese supply us with quills for writing.

Wild-geese are plenty in this country, and they are often seen flying in large *flocks*, high in the air. They fly northward in the spring, lay their eggs, and *hatch* them in lonely and retired places, where they are not disturbed by men.

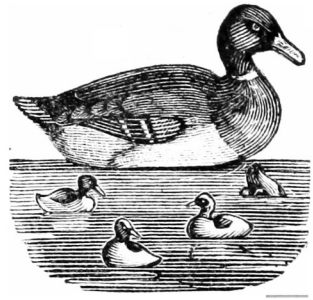
In the winter the cold weather covers the rivers with ice, and then the wild geese cannot swim in the water, and then they fly south, where there is not so much ice.

(72*d* EXERCISE.)

Drake.

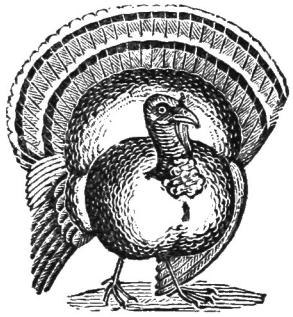


Duck & Ducklings.

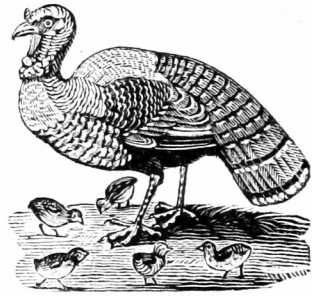


The duck is another *water-bird* or *web-footed-bird*, which has been tamed. It is smaller than the goose, but also delights to swim in the water. Like the goose, it supplies us with its flesh, eggs and feathers. The male duck is called a *drake*, and the young ones *ducklings*. When the ducks cry they quack. The duck lays a great many eggs, which are larger than hen's eggs.

Cock-turkey.



Hen-turkey & Young-turkies.



The turkey is a *land-bird*, which was first found wild in America, and has been tamed, and is one of the best birds for food that is known. Its body is larger than a goose, and its flesh is much better. It lays a great many eggs, which are not so large as those of a goose. The *cock-turkey* is a proud bird. He sometimes spreads his broad *fan-tail*, raises his wings, and struts about, as if to show himself, and to be admired.

73d EXERCISE.

Interrogation, or Manner of Asking Questions.

The following words are used in asking questions, and have reference to time, place, manner, persons or things, &c. viz.

Who, whose, whom, refer to persons.
Which, and what, to persons and things.
When, refers to time.
Where, whence, whither, to place.
How, to manner and number.
Can, to possibility.
Will, to inquiry and willingness.
Shall, and may, to permission.
Must, to condition.
Is and are, to the singular and plural.
Why, and wherefore, to reason.
Do, to time present.
Did, to time past.
Have, to present possession.
Had, to past possession.

WHO?

Who gave you this book?
It was given to me by Mr. B——.
Who comes there?
There comes my papa.
Who are you?
I am a Deaf and Dumb boy.
Who is that man coming there?
It is Mr. M——.
Who is the lady I see here?
It is Mrs. G——.
Who is that girl with red hair?
It is Miss G——.
Who are those persons sitting there?
They are visiters.
Who told you where to go? You told me.

(73*d* EXERCISE.)

WHOSE?

Whose hat is that? It is John's hat.
Whose book is that? It is Mary's book.
Whose house is this? It belongs to Mr. A—
Whose boots are these?
Whose do you think they are?
I think they are not mine.
In *whose* praise did he speak?
He spoke in his own praise.
To *whose* school do you go?
I go to Mr. S——'s school.
By *whose* order was that done?
It was done by Mr. B——'s order.
From *whose* account did you receive it?
From Mr. C——'s account.
At *whose* house did you sleep?
At Mr. D——'s house.
Of *whose* kindness did you speak?
I spoke of Mr. E——'s kindness.

WHOM?

In *whom* do you trust? I trust in God.
In *whom* should I trust?
You should trust in God only.
To *whom* shall I give this peach?
Give it to me.
To *whom* was the letter directed?
It was directed to my sister.
By *whom* did you send the letter?
I sent it by my father.
By *whom* was the offence given?
It was given by John.
From *whom* was the letter received?
It was received from my brother.
From *whom* did you say?
I said from my brother.

(73*d* EXERCISE.)

At *whom* was the stone thrown?
It was thrown at James, and hit John.
At *whom* shall I throw the ball?
Throw it at me.
Of *whom* did you speak?
I spoke of Sally C——r.
Of *whom* can I borrow a book?
You can borrow of John G——.

WHICH?

Which of these hats is yours?
That hat is mine.
Which of you hit John?
William hit him with his fist.
Which house do you live in?
I live in that brick-house.
Which of them do you love best?
I love Mary best.
Which book do you choose?
I choose this picture book.
Which of these girls is your sister?
That one is my sister.
In *which* house do you live?
I live in that house.
To *which* room are you going?
I am going into the bed-room.
By *which* person was your letter brought?
By Mr. S——, who stands there.
From *which* place did it come?
It came from Albany.
At *which* place was it written?
It was written in Albany.
Of *which* are you most in need, wood or coal?
I am most in need of coal.

(73*d* EXERCISE.)

WHAT?

What shall we do next?
Copy your lessons in the book.
What child is that?
It is Mr. L——'s child.
What is his name?
His name is Henry L——.
What o'clock is it? It is one o'clock.
What do you want? I want my dinner.
What day is to-morrow? It is Sunday.
In *what* place did he lay his hat?
He laid it under the table.
To *what* cause was his sickness owing?
To drinking cold water.
By *what* means did he hurt himself?
By falling on a stone.
From *what* the Doctor gave him, was he relieved?
Yes, Sir.
At *what* hour did he return?
At ten o'clock at night.
Of *what* wood is this bench made?
Of pine wood.

WHEN?

When will you go? I will go to-morrow.
When will you return?
I will return the same day.
When will it be New-Year?
Not in six months.
When will it be the 4th of July?
In one week.
When may I go home? To-morrow.
When must I return? In four weeks.
When does the moon rise?
It rises at eight o'clock.
When is it high tide?
It is high tide at twelve o'clock.

(73*d* EXERCISE.)

WHERE?

Where are you going?
I am going to school.
Where is your book?
My book is at school.
Where is Mr. S——?
He is in the other room.
Where is Miss C——?
She is in the country.
Where did he hit you?
He hit me in the side.
Where was you hurt, when you fell?
I was hurt on the head.

WHENCE?

Whence did he bring them?
He brought them from the country.
Whence did he come?
He came from Schenectady.
Whence he came I know not.
I do not know whence he came.
Whence is he going?
He is going from Bergen.

WHITHER?

Whither art thou going?
I am going to Hartford.
Whither is he going?
He is going to Catskill.
Whither are we going?
We are going to Hudson.
Whither are they going?
They are going to no particular place,
But only to take a walk.

(73*d* EXERCISE.)

How?

How are you going to Albany?
I am going in the steam-boat.
How many are going?
There are six of us going.
Six only are going.
How will you return?
We will return by land.
How is your mother?
She is very well.
How are all the family?
They are all well.

CAN?

Can I go to school to-morrow?
No, you are too sick to go.
Can I have a drink of water?
No, it is not good for your sickness.
Can I drink some wine?
Yes, I think it will do you good.
Can I go down stairs?
You may try if it is possible for you to walk down stairs.

WILL?

Will you hear me say my lesson?
Yes, I will hear you.
Will you see if the Deaf and Dumb children know their lessons?
I will see if they know their lessons.
Will you let me go in the water to swim?
I will not let you go; you will be drowned.
Will you inform me where the Deaf and Dumb school is?
Yes, Sir, I will inform you. It is in the Old Alms-house in Chamber-street.

(73*d* EXERCISE.)

SHALL?

Shall I go to bed?

You shall not go now.

Shall I and John go take a walk?

No, you shall go this afternoon.

Shall I tell what you said?

If you tell I will whip you.

Shall we see the soldiers?

If they pass this way you shall see them.

Shall we go to school?

Not yet, it is too soon.

You shall go directly.

MAY?

May I have the pleasure of your company this afternoon to take tea with me?

You may expect me, as it will be a pleasure to me to take tea with you.

May your little girl stay all night with ours?

She may, if it is agreeable to you.

May we go take a walk together?

You may, if you will not stay long.

May we take a walk in the garden?

You may, if you will do no mischief.

MUST?

Must I go to bed? I do not want to go.

You must go, whether you will or not.

Must I speak the truth?

You must speak the truth, the whole truth, and nothing but the truth.

Must I get up? I am sleepy.

You must get up, or lose your breakfast.

Must I bear his insults?

You must bear his insults, or avoid his company.

Must I bear my pains without relief?

You must, if God does not relieve you.

(73*d* EXERCISE.)

Is?

Is he in earnest when he says so?
I believe he is in earnest.
He appears to be in earnest.
Is my book in the other room?
No, your book is not there.
Is it true what he says?
I think it is not true.
Is this knife yours? No, it is his.
Is it certain that he is dead?
Yes, it is certain.
Is it true that the theatre was burnt down?
It is true; I have seen the ruins.
Is there any ice in the river?
Yes, the river is full of ice.
Is the horse ready? The horse is ready.

ARE?

Are we going to-day?
Yes, we are going to-day.
Are you all ready?
We are not all ready.
Are they ready to take a sail?
No, they are not ready.
Are they all well at your house?
Yes, they are all well.
Are we able to lift this table?
Yes, we can lift it easy enough.
Are we to be imposed upon? Certainly not.
Are you sure you saw him?
We are sure we saw him.
Are you certain it was on Sunday?
We are certain.
Are they friends to the Deaf and Dumb?
They are.
Are they willing to assist the Deaf and Dumb?
By all means. Certainly they are.

(73*d* EXERCISE.)

Are the apples roasted? Yes, Sir.
Are the pears baked? Yes, Sir.

WHY?

Why do you hurry me?
Because you must return before dark.
Why must I return before dark?
Because you will be lost.
Why did the master whip you?
Because I struck William W.
Why did you strike him?
Because he struck me first.
Why did he strike you?
Because I stuck a pin in him?
Why did you stick a pin in him?
Because he pinched me.
Why did he pinch you?
Because I kicked him.
Why did you kick him?
Because he trod on my toe.
Why did he tread on your toe?
I do not know, Sir.

WHEREFORE?

Wherefore must I go?
Because you promised to go.
By reason of your promise.
Wherefore does that follow?
Because you must not break your promise.
Wherefore is it required of me?
Because I consider it your duty.
Wherefore does he direct me to do this?
I do not know; he does it without authority.
Wherefore did he strike me?
Because he is passionate, and cannot command his passion.

(73*d* EXERCISE.)

Do?

Do you ask my advice? Yes, Sir, I do.
Do you think I can get there before night?
No, I think you cannot.
Do you admire the ladies?
I do admire them.
Do these ladies please you? Yes, Sir.
Do you tell the truth? Yes, Sir.
Does he tell an untruth?
No, Sir, he tells the truth.
Does your sister play on the piano-forte?
Yes, Sir, she does.
Do you know your lesson? Yes, Sir, I do.
Do you hear the noise?
No, Sir, I do not hear it.

DID?

Did he come when you called?
He did not come.
Did you hear the thunder? No, Sir.
Did you see the lightning? Yes, Sir.
Did you go to the museum yesterday? No, Sir.
Did you see the soldiers march through the streets?
Yes, Sir.
Did the funeral pass this way? No, Sir.
Did you go to church yesterday? Yes, Sir.

HAVE?

Have you a new hat? I have.
Have you any parents? I have.
Have they other children besides you?
Yes, Sir, they have two.
Have you any brother?
No, Sir, I have two sisters.
Have you a knife in your pocket? Yes, Sir.
Have you a writing-book? No, Sir.

(73*d* EXERCISE.)

Have you a good seat? Yes, Sir.
Have you a bad seat? No, Sir.

HAD?

Had you my pen-knife? No, Sir.
Had you cause to repent? No, Sir, I had not.
Had he no money in his pocket? No, Sir.
Had he a desire to see me before he died?
Yes, Sir, he expressed a desire.
Had he any cause to complain?
No, Sir, he had no cause.
Had he drunk too much, that made him sick?
I do not know, Sir.
Had he his senses when he died?
No, Sir, he was speechless.
Had you any hopes of his recovery? We had none.

Promiscuous Questions.

What is your name?
How old are you?
Where do you live?
In what street do you live?
Who do you live with?
Do you go to school?
How long have you been to school?
Where do you go to school?
Who is your teacher?
Where does he live?
Are your parents living?
Where are they?
Where do they live?
Have you any brothers and sisters?
How many brothers and sisters have you?
How many brothers have you?
How many sisters have you?

(73*d* EXERCISE.)

Can you hear?
Are your brothers and sisters Deaf and Dumb?
What made you Deaf?
Can you speak?
Where is the sponge?
How late is it? What o'clock is it?
What is your father's name?
What is your mother's name?
What is your sister's name?
What is your brother's name?
Are you a good boy?
Can you read this book?
Is it right to tell a lie?
Is it right to speak the truth?
Is it wrong to tell a lie?

74th EXERCISE.

Abbreviation of Words.

Scholar. What is the meaning of MR?

Teacher. It means *Master*, and is a contraction or abbreviation of the word, by leaving out all the letters except the first and last, thus—Master, M——R, and MR.

S. What does MRS. mean?

T. It means *Mistress*, and is made in the same way as Master, by leaving out some of the letters, thus—Mistress, M—r—s, *Mrs.*

S. What is Mess*rs*?

T. It is the contraction of the French word *Messieurs*, and means the same as Masters. It is formed by omitting some of the letters, thus—*Mess*ieu*rs*, Mess—rs, Mess*rs*.

S. I saw on a sign the words *Hyer, Bremner & Co.* What does *Co.* mean?

T. It means *Company*, or that there is some other person or persons in company with Messrs. Hyer and Bremner, but whose name is not mentioned. If you had a wish to

(*74th* EXERCISE.)

write a letter to them, to buy some goods of them, you should direct your letter thus:

Messrs. Hyer, Bremner & Co.
Merchants,
New-York.

S. What is the meaning of Dr?

T. It means *Debtor*, and is formed thus—Debtor, D—r, Dr. In the same way Cr. means Creditor, C—r, *Cr.* One is set is opposition to the other.

Suppose you buy some goods of Messrs. Hyer, Bremner & Co. they will make you Dr. to them in their books for the value of the goods, and when you pay the money, they will give you Credit for the money you pay, by which they will be no longer your Creditor, Cr. Thus the account will be closed and balanced.

Dr. *Richard Sip, in account with Hyer, Bremner & Co.* Cr.

1820.		Dls.	Cts.	1820.		Dls.	Cts.
May 1st,	To Merchandise,	100	00	Aug. 1st,	By Cash,	100	00

T. I must explain to you that Dr. also means *Doctor*, and is sometimes written *Doctr.* and *Doct.* thus: Doctor, Doct–r, Doctr, Doct: D—r, Dr. If you was writing a letter to a Doctor, you should direct as follows:

Dr. Samuel L. Mitchill,
President of the Institution,
for the Deaf and Dumb,
New-York.

S. I took a letter to one of the Directors of this Institution, directed thus:

The Revd. James Milnor,
Vice-President of the Institution
for the Deaf and Dumb,
27 Beekman-street,
New-York.

(74*th* EXERCISE.)

S. What does Revd. mean?

T. It is a title of respect to the teachers of the gospel. It is also applicable to them from the purity of their lives, and their exemplary conduct, which give us cause to reverence them.

S. Must these words always be used so, and not written at full length?

T. No. They are sometimes written at full length, but generally for shortness sake contracted. It is necessary to know the use of these contractions, as you cannot direct a letter without them. *Mr.* is used is directing a letter to a gentleman, as

Mr. Silvanus Miller,
Vice-President of the
Deaf and Dumb Institution,
New-York.

The word is written at full length, when a letter is directed to a young man or boy, as

Master William Niblo,
At the School for the Deaf and Dumb,
New-York.

Mrs. is used in directing a letter to a Lady, if she is married, as

Mrs. Ellen Galatian,
Broad-street,
New-York.

Mrs. must not be used in directing to an unmarried lady or a girl, as

Miss Mary Stansbury,
Assistant Teacher,
School for the Deaf and Dumb,
New-York, or
Miss Mary Rose,
Asylum for the Deaf and Dumb,
72 Chatham-street,
New-York.

(*74th* EXERCISE.)

S. Are there any other words contracted?

T. Yes, there are a great many words which may be contracted at the pleasure of the person who uses them, as

Physn.	for	Physician	Col.	for	Colonel
Prest.	–	President	Capt.	–	Captain
Instn.	–	Institution	Lieut.	–	Lieutenant
Hon.	–	Honorable	Asst.	–	Assistant
Govr.	–	Governor	St.	–	Saint
Genl.	–	General	St.	–	Street.

There are also a number of words in which letters are omitted to shorten them, and which are generally used in poetry, as

Th'	for	the	O'er	for	over
tho'	–	though	ev'ry	–	every
altho'	–	although	can't	–	cannot
'mong	–	among	'em	–	them
ma'am	–	madam	thro'	–	through
e'en	–	even			

Two or more words in poetry, are also contracted into one, as

I've	for	I have	Let'm	for	Let them
I'd	–	I would, I had	shan't	–	shall not
'tis	–	it is	d'ye	–	do ye
'twas	–	it was	for't	–	for it
I'm	–	I am	thou'st	–	thou hast
'twill	–	it will	they've	–	they have
I'll	–	I will	thou'dst	–	thou hadst
might'nt	–	might not	they'll	–	they will
may'nt	–	may not	they'd	–	they had
he'd	–	he had	they're	–	they are
here's	–	here is	thou'lt	–	thou wilt
he's	–	he is	'twere	–	it were
she's	–	she is	thou'rt	–	thou art
i'the	–	in the	that's	–	that is
in't	–	in it	there's	–	there is
let's	–	let us	was't	–	was it

(*74th* EXERCISE.)

We've	for	We have	Who's	for	Who is
we'd	–	we had	you've	–	you have
we're	–	we are	you'd	–	you had
where's	–	where is	you're	–	you are
what's	–	what is	you'll	–	you will
won't	–	will not			

M. When we write or speak the time of day or night, we always use contracted words, for example:

It is twelve *o'clock,* means It is twelve *of the clock.*
It is ten *o'clock* at night, " It is ten *of the clock* at night.
What *o'clock* is it? " What *hour of the clock* is it?
What time *o'night* is it? " What time *of the night* is it?
What time *o'day* is it? " What time *of the day* is it?

75th EXERCISE.

ELLIPSIS IN SENTENCES.

1. OF THE ARTICLE.

A man and boy,	means	A man and *a* boy.
A boy and girl,	"	A boy and *a* girl.
An apple and orange,	"	An apple and *an* orange.
A lime, lemon and fig,	"	A lime, *a* lemon and *a* fig.
A peach and pear,	"	A peach and *a* pear.
The fire and candle,	"	The fire and *the* candle.
The dust, noise and smoke,		The dust, *the* noise and *the* smoke.
The sun, moon and stars,		The sun, *the* moon and *the* stars.

2. ELLIPSIS OF THE NOUN.

John went, and *John* returned without him.
John went and returned without him.
James and Mary saw him go, and *James and Mary* heard him speak.
James and Mary saw him go, and heard him speak.
The fisherman caught, *the fisherman* cleaned, and *the fisherman* fried a fish in half an hour.

(*75th* EXERCISE.)

The fisherman caught, cleaned, and fried a fish in half an hour.

The child was lost, and *the child* was found before I knew it.

The child was lost, and found before I knew it.

The house was set on fire, and *the house* was burnt down in half an hour.

The house was set on fire, and burnt down in half an hour.

The child screamed, and *the child* cried with pain.

The child screamed and cried with pain.

The horse was struck with lightning, and *the horse* was killed.

The horse was struck with lightning and killed.

The cows are milked in the morning, and *the cows* are milked in the evening.

The cows are milked in the morning and in the evening.

The indulgence of his father, and *the indulgence* of his mother, ruined him.

The indulgence of his father and mother ruined him.

It was the ruin of himself, and *the ruin* of his friend.

It was the ruin of himself and friend.

He was grieved at the death of his father, and *the death* of his mother.

He was grieved at the death of his father and mother.

This is a Deaf *boy* and a Dumb boy.

This is a Deaf and Dumb boy.

These are Deaf *children* and Dumb children.

These are Deaf and Dumb children.

3. ELLIPSIS OF THE PRONOUN.

I love and *I* respect my teachers.

I love and respect my teachers.

He eats and *he* drinks enormously.

He eats and drinks enormously.

He and she eat, and *he and she* sleep too much.

He and she eat and sleep too much.

They beat *him* and *they* bruised him very much.

They beat and bruised him very much.

(*75th* EXERCISE.)

We asked and *we* received his blessing.
We asked and received his blessing.
We ate, *we* drank and *we* slept at Brooklyn.
We ate, drank and slept at Brooklyn.
The preacher *whom* you saw is much respected.
The preacher you saw is much respected.
The man *whom* you saw was intoxicated.
The man you saw was intoxicated.
The young lady *whom* you saw was married.
The young lady you saw was married.
The tree *which* I cut down was dead.
The tree I cut down was dead.
The melon *which* you bought is not ripe.
The melon you bought is not ripe.

4. ELLIPSIS OF THE ADJECTIVE.

I have several brothers and *several* sisters.
I have several brothers and sisters.
I saw many women and *many* children in the street.
I saw many women and children in the street.
I see a little boy and *a little* girl walking together.
I see a little boy and girl walking together.
A kind and indulgent father, and *a kind and indulgent* mother.
A kind and indulgent father and mother.
That is a cheap and good hat, and *a cheap and good* coat.
That is a cheap and good hat and coat.
An industrious man and *an industrious* woman.
An industrious man and woman.
An obedient son and *an obedient* daughter.
An obedient son and daughter.
An agreeable man and *an agreeable* woman.
An agreeable man and woman.
A disagreeable man and *a disagreeable* woman.
A disagreeable man and woman.

(75*th* EXERCISE.)

5. ELLIPSIS OF THE VERB.

You are older than I *am.*
You are older than I.
He is younger than I *am.*
He is younger than I.
The fish was caught, *was* cleaned, and *was* fried in half an hour.
The fish was caught, cleaned, and fried in half an hour.
I saw him go and *saw* him return.
I saw him go and return.
I am stronger than he *is.*
I am stronger than he.
To be rude and *to be* uncivil is unworthy a gentleman.
To be rude and uncivil is unworthy a gentleman.
The Deaf and Dumb cannot hear and *cannot* speak.
The Deaf and Dumb cannot hear and speak.
They told you and *told* me he was dead.
They told you and me he was dead.
I *was desired* and he was desired.
I and he were desired.
I feared he would be drowned, and she *would be* frightened.
I feared he would be drowned and she frightened.
I was apprehensive he would be killed, and she *would be killed* too.
I was apprehensive he would be killed, and she too.
I believe he was in danger, and she *was in danger* also.
I believe he was in danger, and she also.
He *died* and she died the same day.
He and she died the same day.
John *went* and James went in the same boat.
John and James went in the same boat.
He *shall return* and you shall return together.
He and you shall return together.
Crabs *are good to eat* and lobsters are good to eat.
Crabs and lobsters are good to eat.
Horses *are not good to eat,* and dogs are not good to eat.
Horses and dogs are not good to eat.

(75*th* EXERCISE.)

6. ELLIPSIS OF THE ADVERB.

It was well spoken and *well* intended.
It was well spoken and intended.
He designed *it badly* and executed it badly.
He designed and executed it badly.
It was wisely planned and *wisely* executed.
It was wisely planned and executed.
Fortunately he, and *fortunately* she escaped.
Fortunately he and she escaped.
He was bravely supported on the right, and *bravely* on the left.
He was bravely supported on the right and on the left.
It was obstinately held and *obstinately* defended.
It was obstinately held and defended.
Fortunately for him and *fortunately* for his brother.
Fortunately for him and his brother.
Fortunately for himself and *fortunately* for his friends, he arrived in safety.
Fortunately for himself and friends, he arrived in safety.

7. ELLIPSIS OF THE CONJUNCTION.

Let him see, *and* hear, *and* learn *and* remember.
Let him see, hear, learn and remember.
If you are willing, and *if* she is willing, and *if* they are willing.
If you are willing, and she is willing, and they are willing.
Unless you stay, and *unless* she stays, I cannot go.
Unless you stay, and she stays, I cannot go.
It appears true, yet I doubt, *yet* she doubts, and *yet* we all doubt.
It appears true, yet I doubt, she doubts, and we all doubt.
You must go, *or* I must go, or he must go.
You must go, I must go, or he must go.
I dressed myself, then I washed, *then* I ate my breakfast, and *then* I went to school.
I dressed myself, then I washed, ate my breakfast, and went to school.

(*75th* EXERCISE.)

8. ELLIPSIS OF THE PREPOSITION.

I divided the nuts between Mary, *between* John, and *between* James.

I divided the nuts between Mary, John and James.

I gave the apples to Richard, *to* William and *to* Joseph.

I gave the apples to Richard, William and Joseph.

I reserved some cherries for Phebe, *for* Sally, & *for* Maria.

I reserved some cherries for Phebe, Sally and Maria.

I took away the marbles from Henry, *from* Peter, and *from* John.

I took away the marbles from Henry, Peter and John.

We looked in the bed-room, *in* the cellar, *in* the garret, and all over.

We looked in the bed-room, the cellar, the garret, and all over.

Give an apple to Sally, *to* Maria, and *to* Eveline.

Give an apple to Sally, Maria and Eveline.

9. ELLIPSIS OF PART OF A SENTENCE.

This boy is diligent, attentive and studious, and it is hoped ever will be *diligent, attentive and studious.*

This boy is diligent, attentive and studious, and it is hoped ever will be so.

This girl ever was *kind and attentive,* and I hope ever will be kind and attentive to her sick mother.

This girl ever was, and I hope ever will be kind and attentive to her sick mother.

This boy ever was lazy, idle and careless, but I hope he will not continue to be *lazy, idle and careless.*

This boy ever was lazy, idle and careless, but I hope he will not continue so.

I remember he told me, and *I remember he told* James not to fight.

I remember he told me and James not to fight.

These girls always have been *studious,* and I hope *these girls* always will be studious.

(*75th* EXERCISE.)

These girls always have been, and I hope always will be studious.

10. ELLIPSIS IN ASKING QUESTIONS.

Tell me the person, who comes there?
Who comes there?
Tell me the person, who are you?
Who are you?
Tell me the person, whose book is that?
Whose book is that?
Tell me the person, in whom do you confide?
In whom do you confide?
Tell me, which of those hats is yours?
Which of those hats is yours?
Tell me the thing, what shall I do to be saved?
What shall I do to be saved?
Tell me the time, when will you go?
When will you go?
Tell me the time, when are you going?
When are you going?
Tell me from what place did he bring them?
Whence did he bring them?
Tell me to what place is he going?
Whither is he going?
Tell me in what manner are you going to Albany?
How are you going to Albany?
Is it possible that I can go down stairs?
Can I go down stairs?
Tell me, shall I go to bed *with your permission?*
Shall I go to bed?
Tell me, may I *have your permission to* take a ride?
May I take a ride?
Tell me, is it true?
Is it true?
Tell me, are they all satisfied?
Are they all satisfied?

(*75th* EXERCISE.)

11. ELLIPSIS IN ANSWERING QUESTIONS.

Question. Who comes there?
Answer. One of the Directors *comes there.*
One of the Directors.
Q. What is his name?
A. *His name is* Mr. Stanford.
Mr. Stanford.
Q. Where do you live?
A. *I live* in New-York.
In New-York.
Q. What street do you live in?
A. *I live* in Chatham-street.
In Chatham-street.
Q. Where is your father?
A. *My father is* in Albany.
In Albany.
Q. What school do you go to?
A. *I go* to the Deaf and Dumb school.
To the Deaf and Dumb school.
Q. Who teaches you at the Deaf and Dumb school?
A. Mr. H. Loofborrow *teaches*, Miss Mary Stansbury *teaches*, and Mr. Clinton Mitchill *teaches* us.
Mr. Loofborrow, Miss Stansbury, and Mr. Mitchill.
Q. Where is the Deaf and Dumb school?
A. *The Deaf and Dumb school is* in the New-York Institution in Chamber-street.
In the New-York Institution in Chamber-street.
Q. Where are you going?
A. *I am going* to school.
To school.
Q. What do you learn at school?
A. *I learn* to read and write.
To read and write.
Q. How do you read when you cannot speak?
A. *I read* by signs.
By signs.

(*75th* EXERCISE.)

Q. Do you wish to go to school to learn?

A. Yes, Sir, *I wish to go to school to learn.*

Yes, Sir.

Q. Do you go to church on Sunday?

A. Yes, Sir, *I go to church on Sunday.*

Yes, Sir.

Q. What do you hear at church on Sunday?

A. I am Deaf and Dumb, and cannot hear, *when I go to church on Sunday.*

I am Deaf and Dumb, and cannot hear.

Q. What do you think when you are in church?

A. I think the preacher prays and preaches for all of us, *when I am in church.*

I think the preacher prays and preaches for all of us.

76th EXERCISE.

Quarters of the Globe and Nations.

ASIA. EUROPE. AFRICA. AMERICA.

The earth on which we live is divided into four parts.

They are named *Asia*, *Europe*, *Africa* and *America*.

Asia is a very large country, and contains a great many inhabitants. It was probably first peopled by mankind.

Asia is divided into many parts, some of which are inhabited by powerful nations.

The principal divisions or countries of Asia, are *China*, *Hindostan*, *Persia*, *Arabia* and *Turkey*.

The inhabitants of these countries are named *Chinese*, *Hindostanees*, *Persians*, *Arabians* and *Turks*.

There are very few Christians in Asia.

Europe is not so large a country as Asia. The principal countries in Europe are *Russia*, *Germany*, *Austria*, *France*, *Spain*, *England*, &c. The inhabitants are accordingly named *Russians*, *Germans*, *Austrians*, *Frenchmen*, *Spaniards* and *Englishmen*.

Most of the inhabitants of Europe are Christians.

(76*th* EXERCISE.)

Africa is the country of the negroes.

America is an extensive country, and is divided into *North* and *South America.*

We live in North America. The part in which we live is called *Fredonia,* or the *United States* of America.

Part of North America belongs to England, part to Spain, and a part of it is inhabited by Indians. The remaining part belongs to us.

That part of North America which belongs to us, is called *Fredonia,* and is divided into 24 States or parts, as follows:

1. Maine,
2. New-Hampshire,
3. Massachusetts,
4. Vermont,
5. Rhode-Island,
6. Connecticut,
7. New-York,
8. New-Jersey,
9. Pennsylvania,
10. Delaware,
11. Maryland,
12. Virginia,
13. North Carolina,
14. South Carolina,
15. Georgia,
16. Ohio,
17. Indiana,
18. Illinois,
19. Kentucky,
20. Tennessee,
21. Louisiana,
22. Mississippi,
23. Alabama,
24. Missouri.

We live in the State of New-York. It is an extensive and large state, and contains nearly a million (1,000,000) of inhabitants. There are several cities in the State, of which the city of New-York is the largest. It contains about one hundred and twenty thousand (120,000) people. The New-York Institution for the instruction of the Deaf and Dumb, is in this city.

South America belongs to the Spaniards and the Portuguese, who came from Europe, and the Indians, whom they found in the country.

77th EXERCISE.

Exercise to explain the Words Animals, Beings, Things, Objects and Kinds, by way of question and answer between the Teacher and Scholar.

Animal,	Being,	Thing,	Object,	Kind.
Auimals,	beings,	things,	objects,	kinds.

Scholar. What is an *animal?*

Teacher. An *animal* is a being that has life.

S. How many *animals* are there?

T. I cannot tell how many animals there are.
There are a great many animals.
There are different *kinds* of animals.
What is a horse? *S.* A horse is an animal.

T. Why is it an animal?

S. Because it has life.

T. What is a bird? *S.* It is an animal.

T. What is a frog? *S.* It is an animal.

T. What is a fish? *S.* An animal.

T. What is a butterfly? *S.* An animal.

T. What is a worm? *S.* An animal.

T. What is a hat?

S. I do not know. It is not an animal.

T. Why is it not an animal?

S. Because it has no life.

T. If it is not an animal, what is it then?

S. I do not know.

T. I will tell you. A hat is a *thing.*

S. What is a *thing?*

T. A *thing* is an *object* without life.
What is a shoe? *S.* A shoe is a *thing.*

T. What is an axe? *S.* It is a *thing.*

T. What is a table? *S.* A *thing.*

T. What is a *being?* *S.* I do not know.

T. A *being* is an *object* that has life.

S. Then a horse is a being.

T. Yes, all animals are beings.

(77*th* EXERCISE.)

S. What is an *object?*

T. A table is an *object,* a horse is an *object.*
Every being is an *object.*
Every thing is an object.

S. What is a tree?

T. A tree has life, and grows, and is therefore a *being.*
It is also an *object.*

S. What is a potato?

S. It may be called a *thing.*
When planted and growing, it is a *being.*
And as every *being* is an *object,* a potato is also an object.

S. Show me some other *beings* and *things.*

T. I will arrange them for you.
Write on the slate the word man.
What is a man? *S.* A man is a *being.*

T. What is an ox? *S.* It is a being.

T. Write the word *ox* under *man.*
A man is a *being,* an ox is a being.
They are beings.
Now write the word *being* over them.
Thus we will make a column of *beings.*

BEINGS.
Man
Ox

T. Now write opposite to man, the word boot.
What is a boot?

S. It is a thing.

T. How do you know it is a thing?

S. It has no life.

T. Write under boot, the word shovel.
What is a shovel?

S. It is a thing.

T. A boot is a *thing,* a shovel is a *thing.*
They are things.

(77*th* EXERCISE.)

Write the word *things* over them.

Thus we will make a column of *things*.

THINGS.

Boot
Shovel
Stone

T. Recollect that a being is an object, and a thing is an object.

S. Then *beings* and *things* are *objects*.

T. Yes, you are correct. So we will arrange them.

BEINGS.	THINGS.
Man	Boot
Ox	Shovel

T. Thus make two columns.

Write *beings* in one, and *things* in the other.

T. In which column will you put a bear?

S. In the column of beings.

T. Write it there.

What is a stone? *S.* It is a thing.

T. That is right. Now continue the columns.

Add all the beings and things you know.

Write the word OBJECTS over them, thus:

OBJECTS.

Beings.	*Things.*
Man	Boot
ox	shovel
bear	stone
horse	hat
tree	shoe
bird	axe
frog	table
rose	chair
grass	book
pink	cup

(77*th* EXERCISE.)

T. Thus you see that *beings* and *things* are all *objects.*
Objects have life, or are without life.
Objects with life are called *animate objects.*
Objects without life are called *inanimate objects.*
These make *two kinds* of objects.

T. Recollect I told you that *an animal* is a *being* with life.

S. Then beings are all animals.

T. No. An animal has life, and can move from place to place.
A tree is a being, and cannot move itself.

S. I understand; there are two beings.

T. No. There are *two kinds* of beings.
An animal is *one kind* of being;
A stone is *another kind* of being.
These make *two kinds* of beings.
A horse is called an *animate being.*
A stone is called an *inanimate being.*
A tree is also called a *vegetable being.*
But it belongs to the *kind* called *animate beings.*
Objects then may also be arranged as beings.

BEINGS.

Animate.	*Inanimate.*
Man	Boot
ox	shovel
bear	stone
tree	chair
fish	book
bird	paper
bug	wine
rat	water

S. Who made all these *kinds* of animals?

T. God created them.
We must give unto God, the praise and the glory, for his wisdom, power and goodness in creating and preserving all things for our use.

78th EXERCISE.

ANIMALS CLASSED.

T. *Animate beings* are arranged under the head of *Animals.*

Animals are very numerous.

They constitute the animal kingdom.

The *animal kingdom* embraces many *kinds* of animals.

They are divided into six classes, as follows:

ANIMALS.	1st Class.	QUADRUPEDS.
	2d Class.	BIRDS.
	3d Class.	AMPHIBIOUS ANIMALS.
	4th Class.	FISHES.
	5th Class.	INSECTS.
	6th Class.	WORMS.

S. What is a *Class?*

T. A *Class* is any number of *beings, objects* or *things,* collected together for a particular purpose.

Count the scholars in this room.

How many are there?

S. I have counted them; there are twenty.

T. These twenty scholars make a *Class.*

S. Are animals scholars?

T. No. These twenty scholars, I say, make *a class.*

They are classed together, because they learn the same lessons.

Parts of the body make *a class* of words belonging to one object.

The furniture of a house makes *a class* of things belonging to that house.

A number of animals make *a class* of beings having some general resemblance.

S. What is a quadruped?

T. A quadruped belongs to the *first class* of animals.

S. Is a snake a quadruped?

T. No. A quadruped is an animal with four legs.

(78*th* EXERCISE.)

S. I understand: a horse, a cow, a hog, a dog, a cat, are quadrupeds.

T. Yes, animals with four legs make the *first class* of beings named quadrupeds.

S. I know what birds are; they make the *second class* of animals.

T. Birds have two legs, two wings, and are covered with feathers. They have a bill, and can fly in the air with their wings.

S. What are *amphibious animals?*

T. They make a *third class* of animals.
Some of them can live and breathe upon land or in the water.
This *class* includes *reptiles* and *serpents.*
They all lay eggs.
Some have legs, and some have no legs.

S. What is a *reptile?*

T. A *reptile* is an amphibious animal with four short legs.
Reptiles crawl about upon the earth, or in the water.

S. What is a *serpent?*

T. A *serpent* is an amphibious animal without legs.
Serpents are named *snakes.*
There are different *kinds* of *snakes.*
This serpent is called a *black-snake.*
That serpent is called a *rattle-snake.*

S. I know what fishes are?

T. Fishes make the *fourth class* of animals.
Fishes live and swim in the water.
They swim by means of fins.
Fishes are generally covered with scales.

S. What are insects?

T. The *fifth class* includes all the little animals called insects, which annoy us in summer.
Bugs, flies, ants, fleas, moschetoes and spiders are *insects.*
Insects live only in warm weather. They die in winter.
They have many legs.

(78*th* EXERCISE.)

S. I saw a worm on the ground.
It belongs to the *sixth class.*

T. Yes. There are different kinds of worms.
They crawl in moist places and are mute.
They have no legs.
Some worms live in the ground.
Some live in the bodies of other animals.

S. Who made all these animals?

T. God the Creator of all things.
We must admire his works, and adore him for his goodness.
Now let us examine some of the animals of the different Classes.

79th EXERCISE.

First Class of Animals.

QUADRUPEDS.

Antelope	Deer	Musk
Ant-eater	Dromedary	Mouse
Armadillo	Dormouse	Otter
Ape	Elephant	Opossum
Bison	Fox	Porcupine
Buffalo	Goat	Rat
Bull	Hog	Rhinoceros
Badger	Hedgehog	Racoon
Beaver	Hare	Rabbit
Baboon	Horse	Sheep
Bear	Jerboa	Squirrel
Cat	Kangaroo	Sloth
Cow	Leopard	Tiger
Camel	Marmot	Wolf
Cavy	Marten	Weasel
Dog	Mole	Zebra

(79*th* EXERCISE.)

T. Have you seen any of these animals?

S. Yes, Sir.

T. Which of them have you seen?
Count them, and tell how many.

S. I have seen that one, that one, that one.

T. How many have you seen in all?

S. I have seen seventeen of them.

T. Which are those you have seen?
Write their names on the slate.
Those which you have not seen I will show you.

S. I have seen

An ape	A hog
a bull	a horse
a bear	a mole
a cat	a mouse
a cow	a rat
a camel	a rabbit
a dog	a sheep
a fox	a squirrel
a goat	an elephant

T. Where have you seen these quadrupeds?

S. I have seen them in a book.

T. Then you only saw the figures of them.
Do you wish to see the others?

S. Yes, Sir.

T. Here then we have the figures of them.
I will show you some of them afterwards in the American Museum, where Mr. *John Scudder* has collected a great number of animals, and stuffed them, and they appear as if they were alive.

(79*th* EXERCISE.)

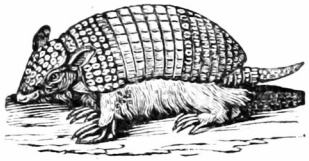
Antelope



Ant-eater



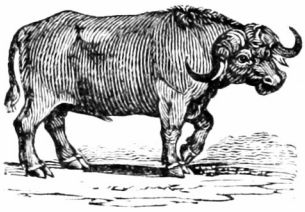
Armadillo



Bison



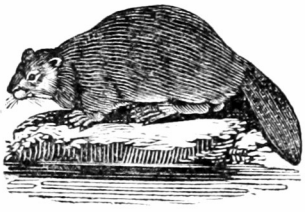
Buffalo



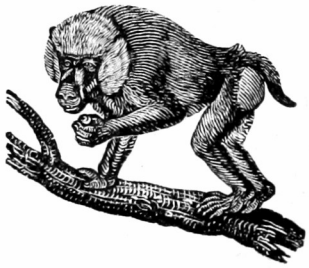
Badger



Beaver

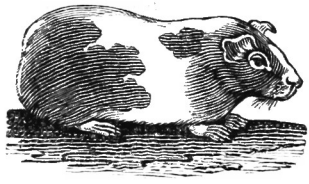


Baboon



(79*th* EXERCISE.)

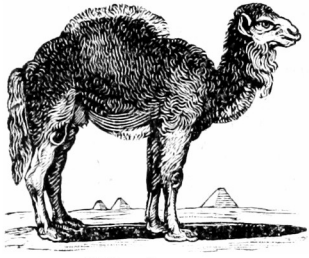
Cavy or Guinea-pig



Deer



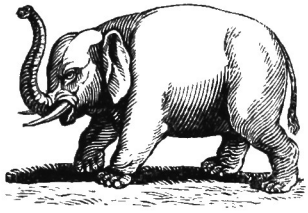
Dromedary



Dormouse



Elephant



Hedgehog



Jerboa



Kangaroo



(79*th* EXERCISE.)

Leopard

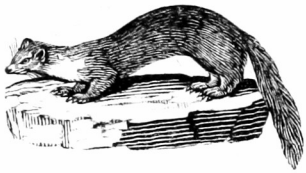


Marmot



Marten

Otter





Opossum

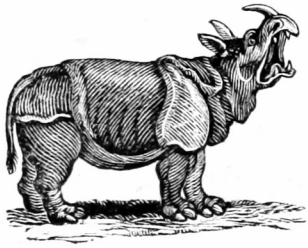
Porcupine

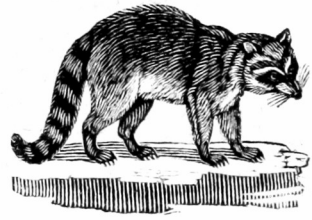




Rhinoceros

Racoon





(79*th* EXERCISE.)

Sloth



Tiger



Wolf



Weasel



Zebra



(79*th* EXERCISE.)

T. Some of these animals are very large.
Some of them are very small.
Some of them are strong.
Some of them are weak.
Some are ferocious. Some are gentle.
Some are useful to man.
Some are useless to man.

S. Which of them are large?

T. The elephant, the bison, and the buffalo, are large and strong.

S. Which of them are small?

T. The cavy and jerboa, are small and weak animals.

S. Which are the ferocious animals?

T. The leopard, the tiger, and the wolf are ferocious.

S. Which of the animals are gentle?

T. The dromedary and the cavy are gentle.

S. Which are the useful ones?

T. The elephant, the beaver, the deer and others.

S. Which are the useless ones?

T. The armadillo, the hedge-hog, the porcupine, and the sloth.

S. Tell me something more about these animals.

T. In a future lesson, I will give you some more information about these animals named quadrupeds; but we must now proceed to the *second Class* of animals.

80th EXERCISE.

Second Class of Animals.

Birds.

T. Do you recollect what I informed you about birds?

S. Yes, Sir. Birds are animals with wings and feathers.

T. Is that all?

S. No, Sir; they have two legs, a bill, and can fly in the air.

T. Birds differ from all other animals, by having wings and feathers.

(80*th* EXERCISE.)

These make it necessary to put them into one *class*.
Birds, however, do not all fly.
The ostrich and cassowary have small wings, and cannot fly.
The auks, and some others, have no feathers in their wings.
They swim on the water and dive for food.
They live most of their time in the water.
They go on shore to lay their eggs.
All kinds of birds lay eggs.
Some birds' eggs are good to eat.
Birds are very numerous.
Here are the names of some of them.

BIRDS.

Vulture	King-fisher	Auk
Eagle	King-bird	Penguin
Hawk	Humming-bird	Pelican
Owl	Goose	Petrel
Toucan	Tame-goose	Albatross
Crow	Wild-goose	Gull
Oriole	Duck	Flamingo
Paradise-bird	Tame-duck	Crane
Cuckoo	Wild-duck	Ibis
Wood-pecker	Swan	Snipe
Plover	Black-bird	Wren
Peacock	Red-bird	Snow-bird
Turkey	Yellow-bird	Cat-bird
Pheasant	Swallow	Canary-bird
Quail	Whip-poor-will	Blue-jay
Grous	Turkey-buzzard	Parrot
Guinea-hen	Hen	Dove
Pigeon	Robin	Ostrich
Lark	Hanging-bird	Cassowary
Grosbeak	Cedar-bird	Wood-cock
Blue-bird	Phebe-bird	

(80*th* EXERCISE.)

T. Have you seen any of these birds?

S. Yes, Sir.

T. Which have you seen?

S. I have seen that, that, that, &c.

T. How many?

S. I have seen only five.

T. Write on the slate those you have seen.

S. I have seen
an owl
an eagle
a goose
a duck
a hen

M. The goose you saw was a tame-goose.
The duck you saw was a tame-duck.
They were once wild, and flew like other birds.
They were made tame by man.
Some other birds were wild, and were tamed by man.
Let us look at the figures of those birds you have not seen.

(80*th* EXERCISE.)

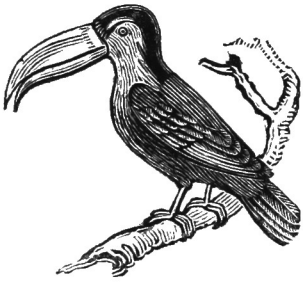
Eagle



Hawk



Toucan



Crow



Cuckoo



Wood-pecker



King-fisher

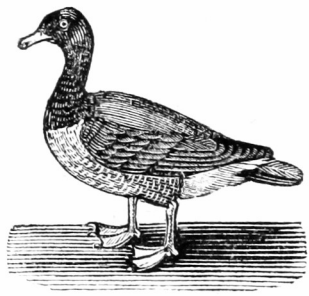


Humming-bird

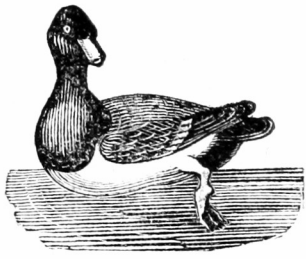


(*80th* EXERCISE.)

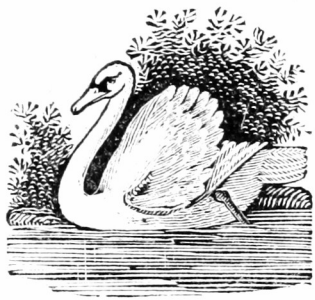
Wild-goose



Wild-duck



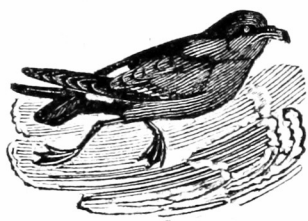
Swan



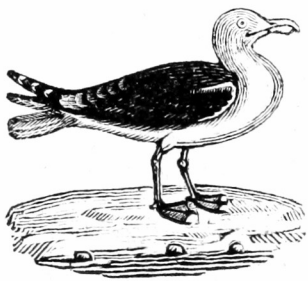
Penguin



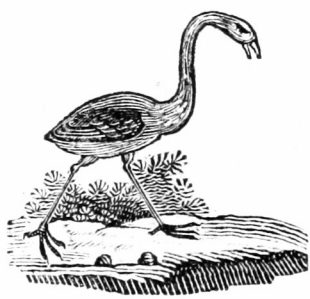
Petrel



Gull



Flamingo

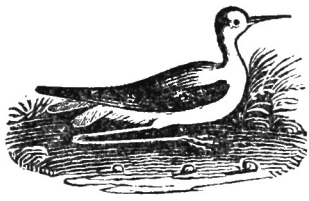


Crane



(80*th* EXERCISE.)

Plover



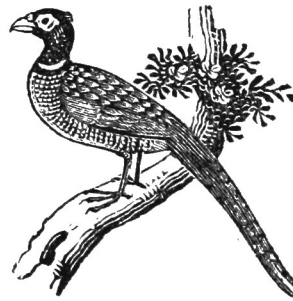
Snipe



Peacock



Pheasant



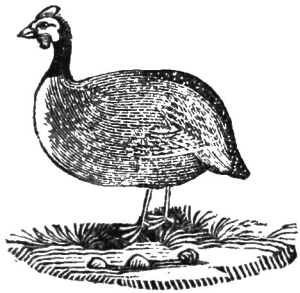
Quail



Grous



Guinea-hen

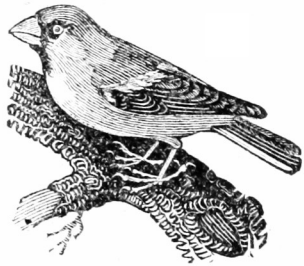


Pigeon

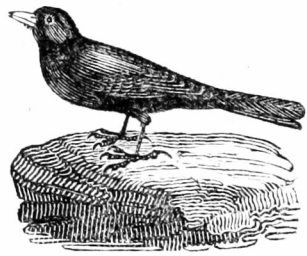


(80*th* EXERCISE.)

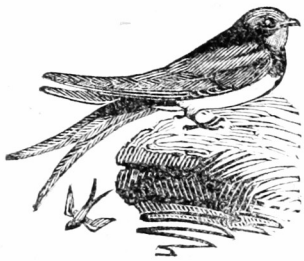
Grosbeak



Black-bird



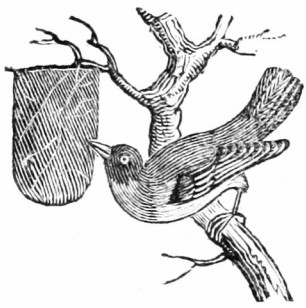
Swallow



Robin



Hanging-bird



Wren



Snow-bird



Blue-jay



(80*th* EXERCISE.)

Parrot



Dove



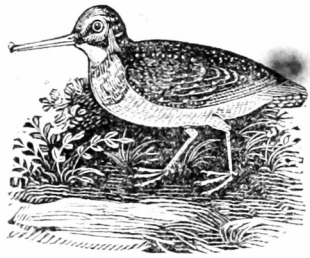
Cassowary



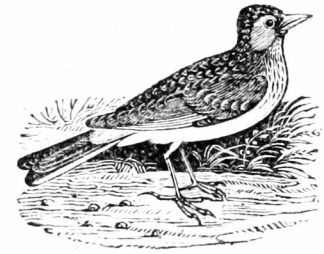
Ostrich



Wood-cock



Lark



81st EXERCISE.

Third Class of Animals.

Amphibious Animals.

Teacher. Amphibious animals are not so numerous as others.
They live in retired places.
They shun the presence of man.
Some of them are very ugly.
Some of them are poisonous.
There are two kinds of them; *reptiles* and *serpents*.

Amphibious Animals.

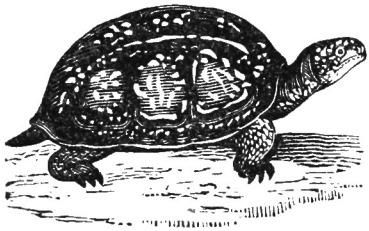
Reptiles.	*Serpents.*
Land-tortoise	Rattle-snake
Terrapin	Black-snake
Green-tortoise	Spectacle-snake
Leathery-tortoise	Garter-snake
Crocodile	
Alligator	
Lizard	
Toad	
Bull-frog	

T. Some of these reptiles are good to eat.
The terrapin and green-tortoise are excellent food.
Combs are made of tortoise-shell.
Let us look at some of the amphibious animals.
Some of them live in the water, and some on land.

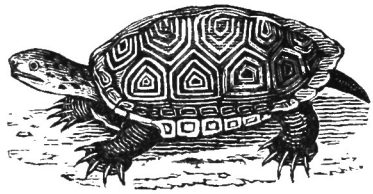
(81*st* EXERCISE.)

AMPHIBIOUS ANIMALS.

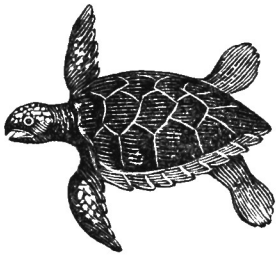
Land-tortoise



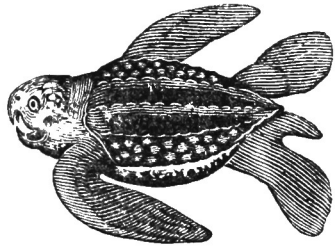
Terrapin



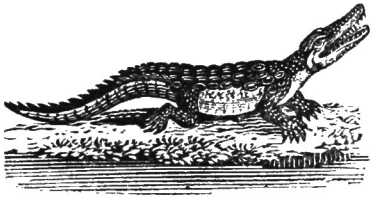
Green-tortoise



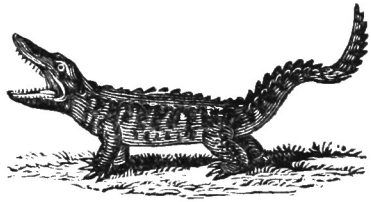
Leathery-tortoise



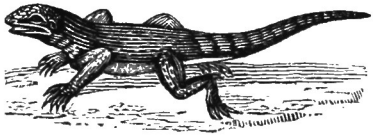
Crocodile



Alligator



Lizard

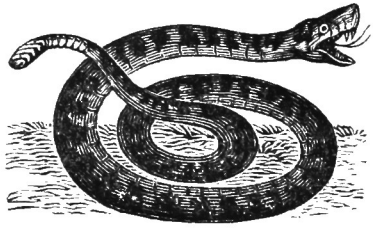


Bull-frog

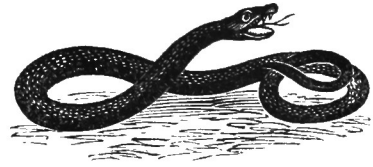


(81*st* EXERCISE.)

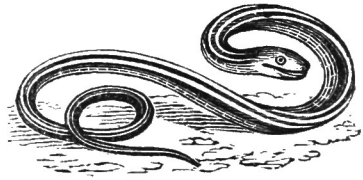
Rattle-snake



Black-snake



Garter-snake



82d EXERCISE.

Fourth Class of Animals.

FISHES.

Gymnotus or Electric Eel	Perch	Shad
	Striped-bass	Herring
Wolf-fish	Sea-bass	Mackerel
Sword-fish	Weak-fish	Sturgeon
Saw-fish	Black-fish	Killifish
Cod-fish	Gurnard	Trout
Dolphin	Salmon	Shark
Dory	Pike	Sting-ray
Plaice	Flying-fish	Torpedo
Sole		

T. Do you know a fish when you see it? *S.* Yes, Sir.
T. Have you often seen fishes. *S.* Yes, Sir.
T. Where have you seen them?
S. I have seen them in the river.

(82*d* EXERCISE.)

T. Have you seen them out of the water?

S. Yes, Sir; I have taken them with a pin-hook.

T. Those were small fishes, and are called killifish.
Have you seen any others?

S. Yes, Sir; I have seen large fishes in the market.

T. What have you noticed in fishes?

S. They cannot live out of the water.
They die in the air.

T. Have they any legs?

S. No, Sir; they have fins.

T. Where are their arms? *S.* They have no arms.

T. How many wings have fishes?

S. They have no wings.

T. Are fishes covered with feathers?

S. No, Sir; they have scales.

T. Now observe the difference between quadrupeds, birds, amphibious animals and fishes.
They are all *animals*.
Some of them are the largest beings in existence.
What is a fish?

S. A fish is a *being* that lives in the water.

T. A frog lives in the water. Is a frog a fish?

S. A frog is an amphibious animal.
It lives sometimes in the water, and sometimes out of the water.

T. A penguin lives and swims in the water, and dives under the water. Is a penguin a fish?

S. A penguin is a bird; it is covered with feathers, and has wings.

T. You say that fishes have no legs.
Then fishes cannot be quadrupeds.
What then is a fish?

S. I know a fish when I see it.
I cannot tell you what it is.

T. Is it an animal?

S. Yes, Sir; it is an animal.

(82*d* EXERCISE.)

S. I thought you wanted to know what kind of an animal it is?

T. Yes, I did; and as you are at a loss, I will inform you.

A fish is an animal that has cold and red blood.

It lives in the water.

It cannot live out of the water.

It swims in the water.

It breathes by means of gills.

It is covered with scales or slime.

It has fins instead of legs and arms.

T. Thus you see that all *animal beings* have *existence* and *motion.*

They are all alike in these respects.

Therefore they are all named ANIMALS.

These animals, however, have other particulars in which they *differ.*

They are therefore put into *different classes.*

The animals of each class have some marks in which they *agree.*

As *quadrupeds* have all four legs, *birds* have wings, and are covered with feathers.

Now let us examine some of the *different kinds* of fishes.

Fishes differ from all other animals, in having gills, scales and fins; and they are alike in these particulars.

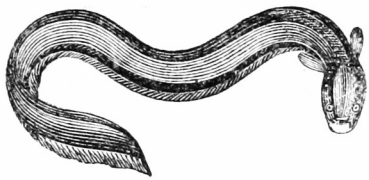
Hence they are put in a *class* by themselves.

Here follows a few of this numerous *Class* of animals.

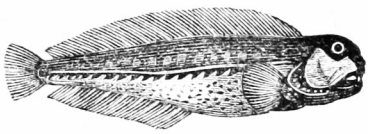
(82*d* EXERCISE.)

FISHES.

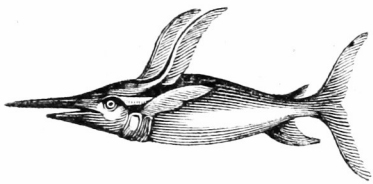
Gymnotus, or Electric Eel



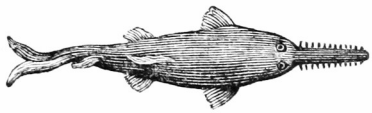
Wolf-fish



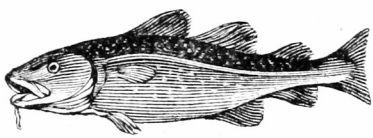
Sword-fish



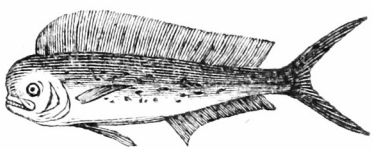
Saw-fish



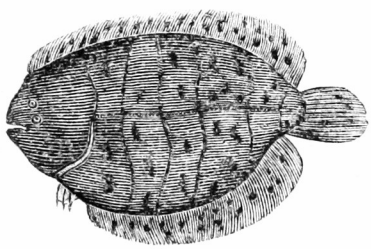
Cod-fish



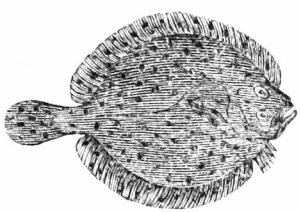
Dolphin



Sole of N. Y.

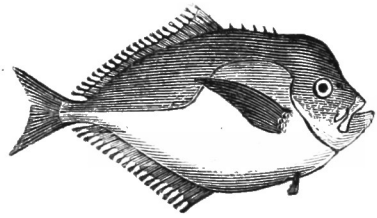


Plaice of N. Y.

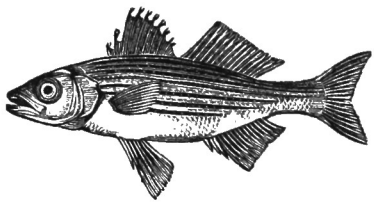


(82*d* EXERCISE.)

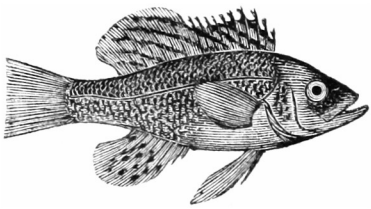
Dory of N. Y.



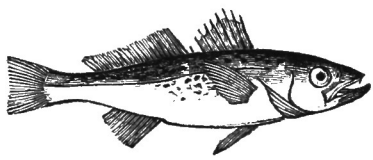
Striped-bass of N. Y.



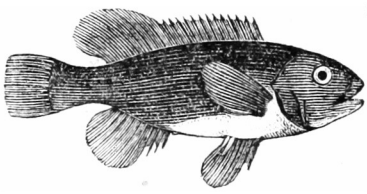
Sea-bass of N. Y.



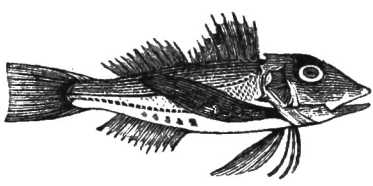
Weak-fish of N. Y.



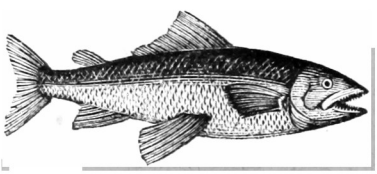
Black-fish of N. Y.



Gurnard of N. Y.



Salmon

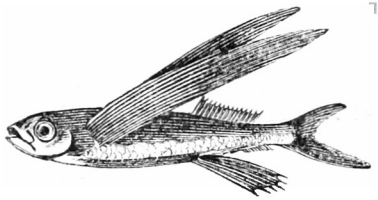


Pike

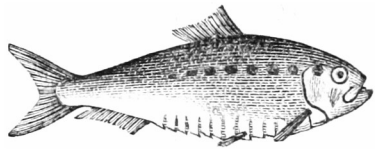


(82*d* EXERCISE.)

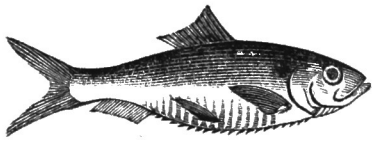
Flying-fish of N. Y.



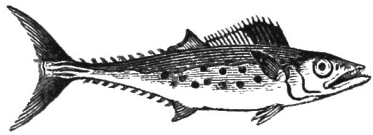
Shad of N. Y.



Spring Herring of N. Y.



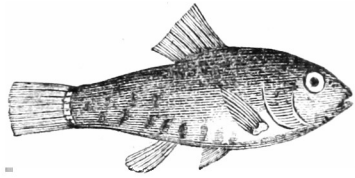
Spanish Mackerel of N. Y.



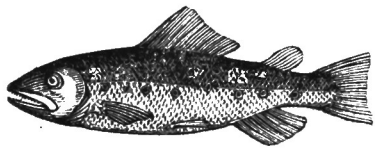
Sturgeon



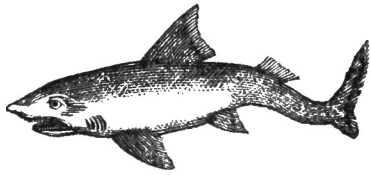
Killifish



Trout

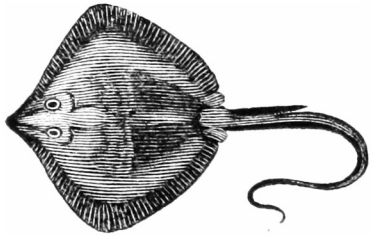


Shark

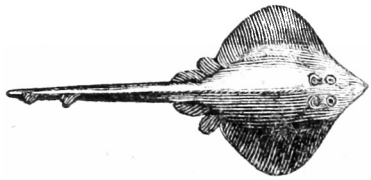


(82*d* EXERCISE.)

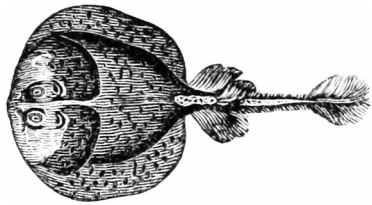
Sting-ray



Skate



Torpedo



T. These are different kinds of fishes.

S. Are there no other fishes?

T. Yes; there are a great many others.

S. Are all fishes good to eat?

T. No. Some fishes are poisonous.
Some are tough and not good to eat.
Some taste bad and are not good food.

S. Which of these fishes are good to eat?

T. Almost all of them are good to eat.

S. Which are not good?

T. The gymnotus, the wolf-fish, the saw-fish, the shark, the sting-ray, and the torpedo.

S. Did God make all these fishes?

T. Yes, God made them all.
He is great in power, knowledge and goodness.
He bestows all that we have and enjoy.
We should love and adore him for his mercy and goodness.

83d EXERCISE.

Fifth Class of Animals.

INSECTS.

Beetle	Miller	Hessian Fly of America
Lady-bug	Hawk-moth	
Fire-fly	Dragon-fly	Wheat Insect of Europe
Water-beetle	Wasp	
Cock-roach	Bee	Louse
Lantern-fly	Ant	Flea
Grass-hopper	Fly	Spider
Butterfly	Moschetoe	Scorpion
Moth	Gad-fly	Chigre

T. Let us look at some of this Class of animals named insects.

They are very numerous.

They are less than other animals.

They have many legs. They have no blood.

Some of them have wings. Some have no wings.

They love warm weather.

They do not love cold weather.

They live and grow in summer.

Their lives are short. They die in the winter.

S. Are insects good to eat?

T. A few of them are used for food, but they are not very good.

S. Birds eat them.

T. Yes. Some birds eat nothing else but insects.

S. Are they good for nothing else?

T. Yes. Some insects are very *useful* to mankind.

Other insects are entirely *useless* to us.

Many trouble and annoy us, and are very *injurious.*

S. Which are *useful* to us?

T. The lady-bug, the Spanish-fly, the bee, the cochineal-insect, and the silk-worm.

Here we have the figures of them.

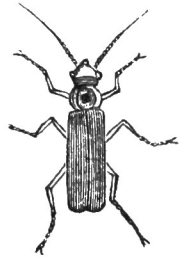
(83*d* EXERCISE.)

USEFUL INSECTS.

Lady-bug



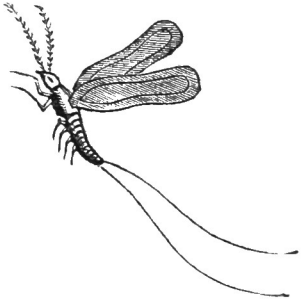
Spanish-fly



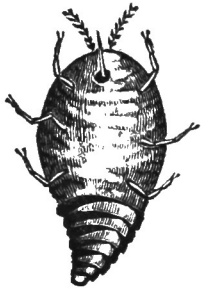
Bee



Male Cochineal



Female Cochineal



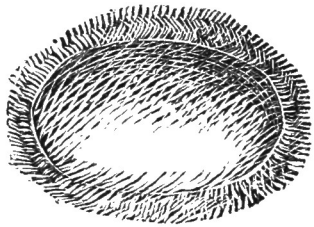
Silk-worm Moth



Silk-worm



Silk-ball or Cocoon



(83*d* EXERCISE.)

USEFUL INSECTS.

Scholar. What can you tell me about the *lady-bug?*

Teacher. The *lady-bug* is a pretty little yellow insect, sometimes with black spots upon it. It is useful to us, by eating the lice that infest plants and flowers. These lice are little green insects that are very numerous, and destroy the plants and flowers upon which they feed. The lady-bug kills and eats them, and in this manner makes itself useful to man.

S. How is that insect named the *Spanish-fly* useful to us?

T. The *Spanish-fly* is so named, because it is found in Spain, although it is found in other countries. It is also named the *blister-fly.* This insect is collected and preserved for use as a medicine. The dead insect is ground into a powder, and used by physicians as a medicine, and to raise a blister on a sick person.

S. How is a bee useful?

T. How is honey made?

S. O yes! I see now. Honey is made by bees. Bees are useful insects.

T. Bees are very industrious little animals. They live longer than other insects. God has made them useful to man, and permits them to live. They work hard all summer, and lay up a store of honey to live upon in the winter, when it is cold, and there are no flowers for them to suck and feed upon. We should work and be industrious like the bees, and lay up a store of food for hard times.

S. What is the cochineal insect?

T. It is a very little red insect, that lives upon the prickly-pear, and is used for the purpose of making a red or scarlet dye.

S. How is the silk-worm useful?

T. The silk-worm makes silk. It is a butterfly or moth, and lives upon the mulberry-tree. Its eggs are laid upon the leaves, and hatch into little worms or caterpillars, which feed upon the leaves. When the caterpillars get their

(83*d* EXERCISE.)

growth, they spin a ball of silk and wind themselves up in it. This ball of silk is preserved, and carefully unwound, and is then in the state of raw-silk. It is called a cocoon. Raw-silk is afterwards spun into silk-thread, and silk-thread is then wove into silken-stuffs.

S. Are these all the *useful* insects?

T. No; there are some others, of which I shall inform you at another time.

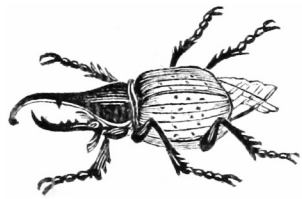
S. Now show me some of the *useless* insects.

T. Here are some of them, but there are a great many more.

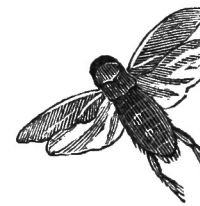
Beetle	Hawk-moth
Water-beetle	Dragon-fly
Fire-fly	Wasp
Lanternaria	Spider, &c.
Butterfly	

USELESS INSECTS.

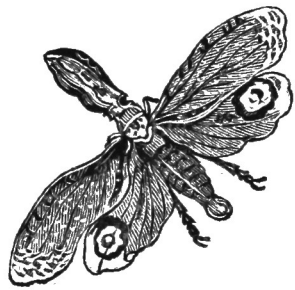
Beetle



Water-beetle



Lanternaria or Lantern-fly



Butterfly



(83*d* EXERCISE.)

Phalena or Miller



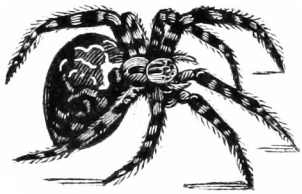
Dragon-fly



Wasp



Spider



Sphinx or Hawk-moth



(83*d* EXERCISE.)

INJURIOUS INSECTS.

S. Which are injurious insects?

T. Some of the insects which annoy and injure mankind, are the following, viz.

The Cock-roach	The Hessian-fly
The Grass-hopper	The Wheat-insect
Ants	Lice
Flies	Fleas
Moschetoes	The Chigre
Moths	Bed-bugs
The Bot-fly	The Scorpion

S. How does the *cock-roach* injure us?

T. The cock-roach is an ugly looking insect. It multiplies in great numbers, and infests houses and places where bread and flour and other provisions are deposited. They creep into holes and corners, and hide themselves in the day-time, but at night they crawl out and eat the bread, the flour and other food prepared for man.

S. I have seen grass-hoppers; they do not hurt any body.

T. Some of them are harmless, and when they are not numerous they do no injury. But sometimes, and in some countries, they increase and become so numerous as to eat up the grass and grain, and even the leaves of the trees, and nothing is left for man or his domestic animals.

S. Ants are too small to injure us.

T. Ants are indeed small insects, but they are, nevertheless, capable of doing us injury. The large ants are called pismires, and live in rotten wood, and under the ground. The small ants rather annoy us than produce any serious injury. They get into our pantries, and eat the bread and meat left there for us to eat. They are fond of sugar and sweetmeats, just like children. When small ants get into a house, it is difficult to destroy them, they are so small and so numerous.

(83*d* EXERCISE.)

S. Flies only bite a little.

T. In warm weather flies are injurious, by laying their eggs on cheese, meat and other food; and if we do not watch them, the eggs will hatch into worms or maggots, and the meat will spoil and stink.

S. How do moschetoes injure us?

T. Moschetoes annoy and injure us by their bites. In warm and moist weather they are very troublesome, and in some places they are so thick, that they make people sick by the irritation of their bites.

S. What can you tell us about that moth; it is a little butterfly.

T. Moths are very destructive to cloth and woollen clothes. They eat holes in them and spoil them.

S. What is the *bot-fly?*

T. The *bot-fly* lays its eggs on the hair of horses legs and sides, where they stick fast and look like little yellow nits. When the horse licks himself with his tongue, the eggs are licked off and swallowed with the grass or hay he eats. The eggs or nits, when they get into the horse's stomach, hatch into maggots, and as they grow, they eat holes into his stomach and kill him. Thus the bot-fly is injurious to man by killing his horses.

S. What is the *hessian-fly* and the *wheat-insect?*

T. The *hessian-fly* and the *wheat-insect* both destroy grain when it is growing. The wheat-insect is found in Europe, and the *hessian-fly* in the United States. The first attacks the grain in the ear, and the latter eats off the stalk.

S. I know what lice, fleas and bed-bugs are.

T. These three kinds of insects rather annoy than injure us. They render it necessary for us to be neat and clean in our clothes and persons, by means of which we shall avoid such bad company. Beggars and others who are careless and dirty in their persons, become infested with lice and other vermin.

(83*d* EXERCISE.)

S. What is the *chigre,* that looks so much like a flea?

T. It is a *kind of flea* that is found in warm countries, particularly in the West Indies, in dry and sandy places. It is injurious to those who go *bare footed.* The chigres jump on the feet of the negroes and those who do not wear shoes, and being very small, they bury themselves under the skin. There they lie till they grow big and lay their eggs. and produce swellings and sores of the feet, and sometimes the feet mortify and the negroes die.

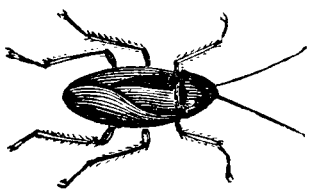
S. The *scorpion* is like a spider.

T. It is somewhat like a spider, but it has a long tail, which a spider has not. The bite of the *scorpion* is poisonous. It is not found in this part of the country, but lives in warmer climates.

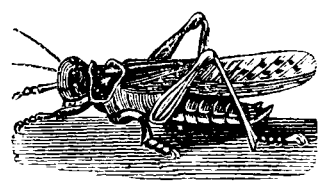
These examples, I hope, will serve to give you some idea of the great number and variety of created beings which the Almighty in his infinite wisdom, has thought proper to call into existence.

INJURIOUS INSECTS.

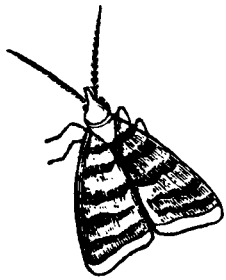
Cock-roach



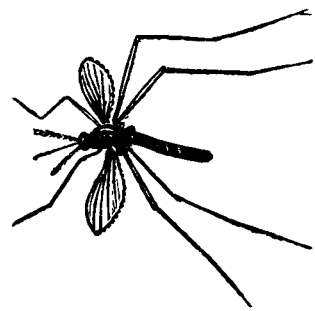
Grass-hopper



Moth

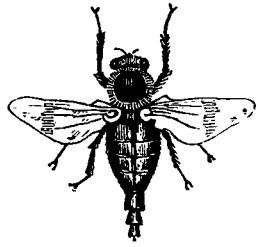


Moschetoe

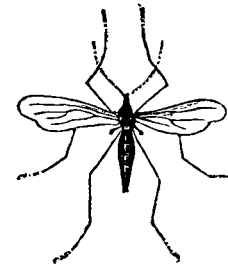


(83*d* EXERCISE.)

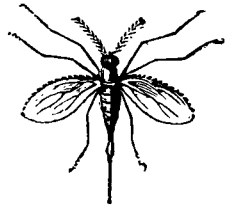
Bot-fly



Hessian-fly



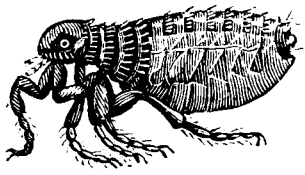
Wheat-insect of Europe



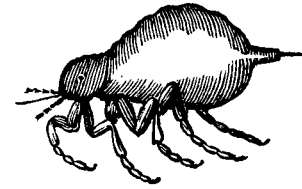
Louse



Flea



Chigre



Bed-bug



Scorpion



84th EXERCISE.

Sixth Class of Animals.

WORMS.

T. The sixth and last class of animals is called worms. Worms are generally disgusting *objects*. Of all the animate beings which God created, they are the most imperfect. They have neither brain, nostrils nor ears; nor have they feet or fins to assist them in moving from one place to another. They cannot move fast, but crawl about in moist places, and are mute. They form a very numerous class of living creatures; but as they live in the water, under ground, in the bodies of other animals, and in other retired places, they are not often seen, nor are they elegant or beautiful, or in any way desirable objects to behold. Let us therefore leave them, and pass on to consider and examine some of the *vegetable beings* which the Almighty, in his infinite goodness, has created for our use. This will afford a subject highly interesting to one who is desirous to examine the works of God.

85th EXERCISE.

VEGETABLE KINGDOM.

Scholar. I should be glad to hear you relate something concerning the vegetable kingdom.

Teacher. Come then, let us take a walk into the fields, and examine some of the vegetable beings which everywhere surround us, and which God alone has created.

S. Where shall we go?

T. We will go to that hill, and have a full view of the surrounding country.

The first thing that strikes an observer, in looking around on the vegetable creation, is the beautiful green which the earth and the trees assume at this season of the year. It is now the month of June (1821). The blossoms have fallen from the trees, and the fruits begin to ripen. The eye is delighted with the verdure of the fields, the meadows, and the woods; and the nostrils are regaled with the delightful

odour of the flowers which still continue to expand. You may observe that the color of the grass and the trees is not uniformly the same, but that the shades of green are intermingled with a pleasing variety. This makes a view of the vegetable kingdom at all times pleasing.

If the trees and the grass were of any other color, what would be the effect?

S. I do not know.

T. Suppose the fields and the woods were white instead of green, how would you like that color?

S. Spring and summer would look like winter, and I would not like it.

T. This would not be the only effect of having white grass and white trees. The heat would be intolerable, and the reflection from the surface of the earth, and the leaves of the trees, would oblige us to shun the light of day, and seek retirement in our houses, or under the ground.

S. Suppose then the grass and trees were black, what would be the effect?

T. All nature would appear dismal, dark and dreary, and there would be more cold than heat upon the earth, and we should be a miserable set of beings.

S. Would any other color be proper?

T. A blue color would be preferable to any other; but God has adapted our eyes to receive and enjoy the impressions made upon them by green objects, in preference to any other color.

S. Have you names for these different trees and grass which we see?

T. Yes. The whole vegetable creation may be divided into *trees*, *shrubs* or *bushes*, *vines*, *flowers* and *grasses*. This division does not include the whole of the vegetable beings which God has caused to grow, but it will answer to make you better acquainted with some of the works of the Almighty, which we daily see, without inquiring or reflecting from whence they came.

(*85th* EXERCISE.)

There are different kinds of trees. Some are called *fruit-trees,* some are called *flowering-trees,* and some are called *forest-trees.* The fruit-trees are very numerous, and grow in different countries. Apple-trees, peach-trees, pear-trees, plum-trees, cherry-trees, and some others, grow in this part of the country, and bear fruit in abundance. Orange-trees, lemon-trees, lime-trees and fig-trees, grow in warmer countries.

Some trees only bear blossoms or flowers, and are planted about houses for ornament, and the beauty and fragrance of their flowers, and these are called *flowering-trees.* The locust-tree, the dogwood-tree, the magnolia and the tulip-tree grow here.

The forest-trees are those which grow in the woods, and are cut down to burn, and to make timber to build houses, barns, mills and ships. Among these growing in our country are the *oak-tree,* the *pine-tree,* the *cedar-tree* and many others, which are applied to different uses.

Bushes are those kinds of vegetable beings which do not grow high, nor large like trees, but have numerous small branches, and are cultivated in gardens, for the fruit or the flowers which they produce. We have *currant-bushes,* gooseberry-bushes, raspberry-bushes, which bear fruit; and we have rose-bushes, lilach-bushes, snow-ball-bushes, and many others which produce flowers. These bushes are sometimes named *shrubs;* and when many of them are planted in gardens and around houses, the whole are included in the general name of *shrubbery.*

The vines are very numerous, and like bushes or shrubs, are cultivated for their flowers or their fruits. Vines do not grow erect like trees and bushes, because they have not strength to support themselves in that position without assistance. They either cling to trees, as the grape-vine, or run upon the ground, as the pumpkin-vine. Water-melons and musk-melons grow on vines which run upon the ground, and the sweet-potato is the root of another vine which does not cling to trees. The trumpet-flower is a

vine which bears red blossoms shaped like a trumpet. This vine is planted by the side of houses, and it climbs to the very top, by sticking to the walls as it grows. The morning glory is a vine which is planted in gardens for ornament. It bears blue blossoms shaped like a bell, and the blossoms expand in the morning, and close before noon. Beans and peas grow upon vines which are planted for the seeds they produce, and which we use for food.

The numerous flowers which adorn the woods, the meadows and gardens, have at all times, and in all countries, attracted the attention of man. Some delight us by their beauty and size; some by the elegance of their colors, and some by their delightful odours. These are so numerous that we must take another opportunity to walk into a garden and examine them.

The grass we tread upon, and which you see growing in abundance around and before you, and though not adorned with flowers, nor tall and strong like trees, is notwithstanding worthy of your attention and consideration. Horses, cows, sheep, and other domestic animals live upon grass, and we mow or cut it with a scythe, and make hay of it, to lay up in store for winter, when snow covers the ground, and cattle cannot find grass to eat.

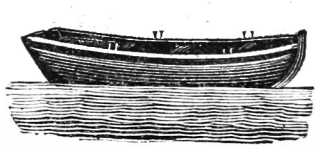
Having taken a general view of the vegetable kingdom, we must reserve a more minute examination to another time, lest you may become fatigued with the multiplicity of objects, and the recollection of their names.

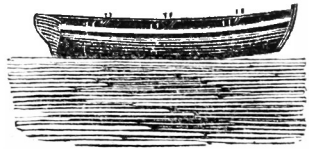
S. I thank you for this explanation of the vegetable creation, and I assure you I am much gratified with the walk, am not fatigued, and will be glad at another time to renew our inquiries.

T. In concluding this hasty sketch of the animal and vegetable creation, we should not forget that God is the Author of all things, the Creator of the universe, the Father of mercies, and that to him we are indebted for all the blessings we now enjoy, and to him we must look for all we expect beyond the grave.

A Representation of Objects without their Names, to exercise the Pupils.

VESSELS AND THEIR KINDS.

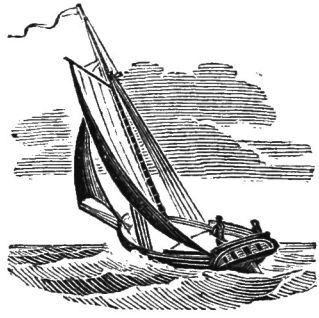


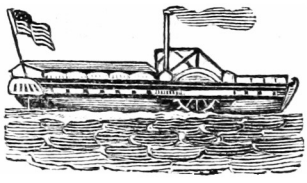


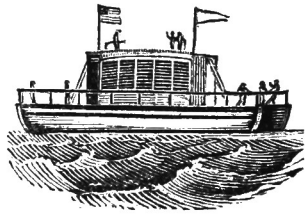


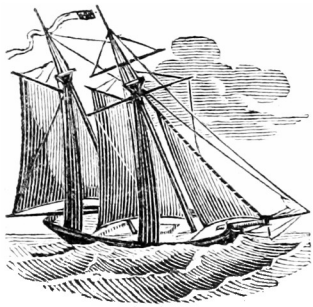




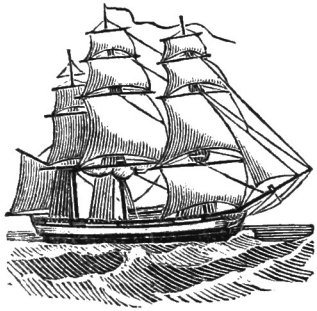


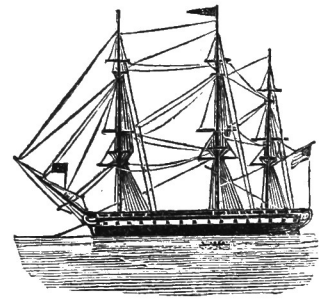




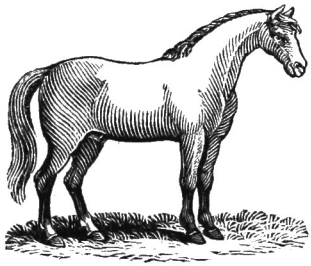


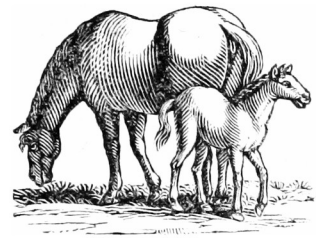


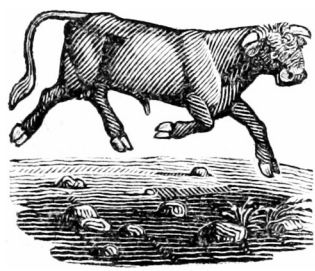


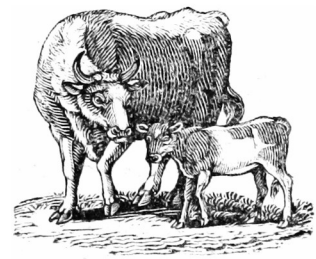


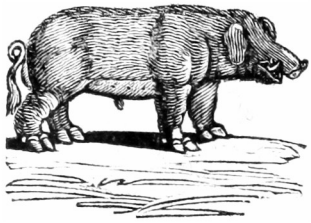
DOMESTIC ANIMALS.

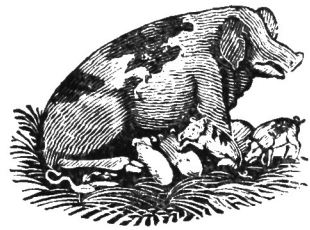










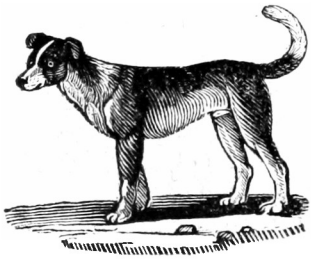




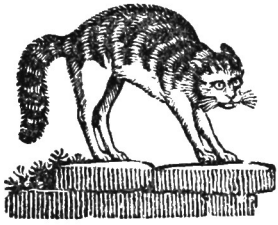








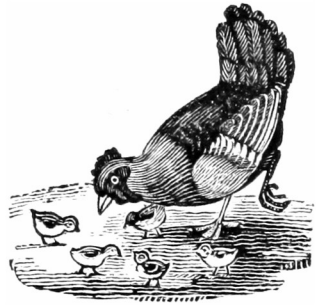


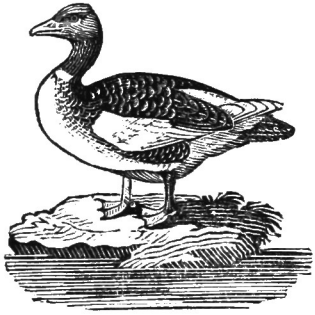


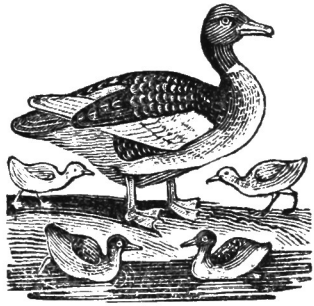


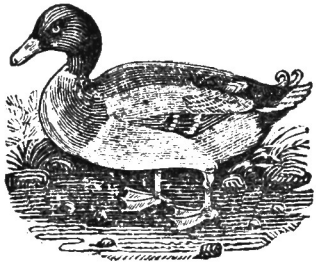
BIRDS.

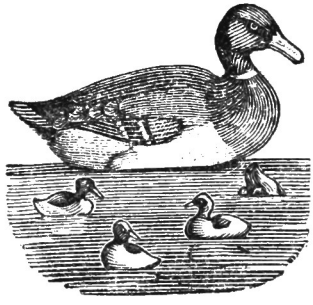


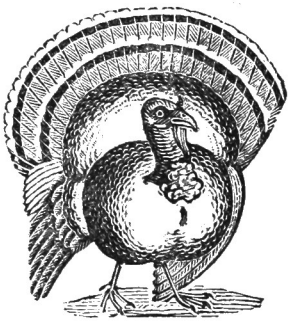


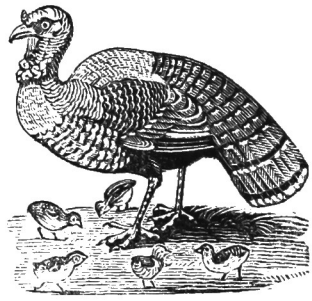








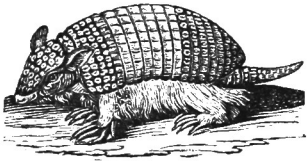




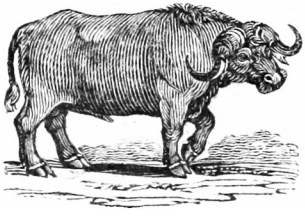
QUADRUPEDS.

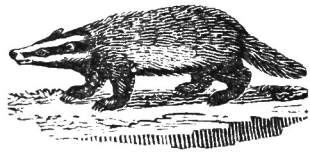


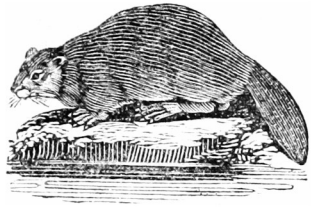


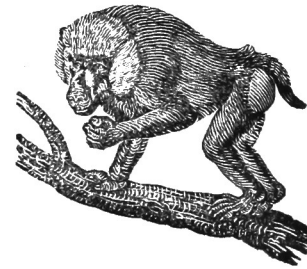


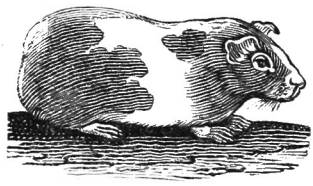




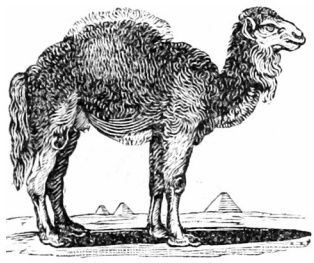


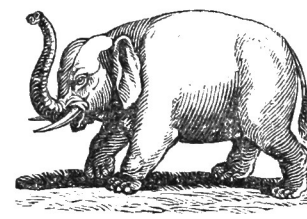


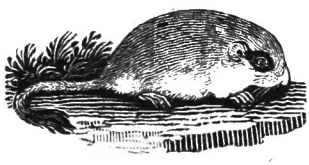








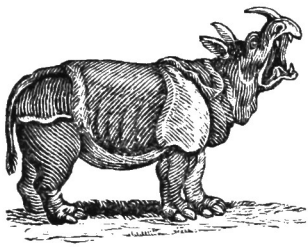






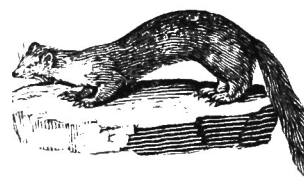














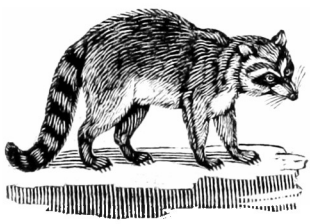


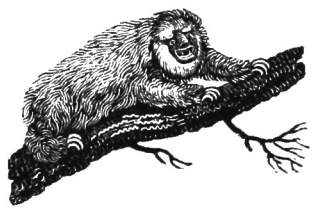










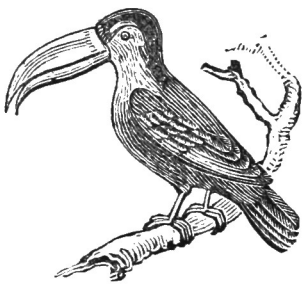




BIRDS.







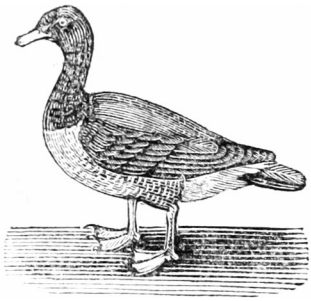


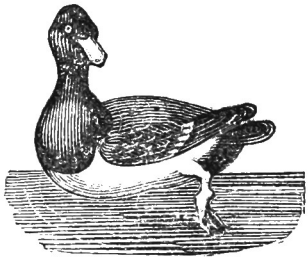




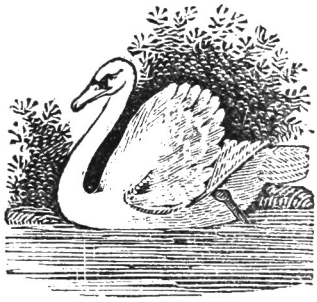


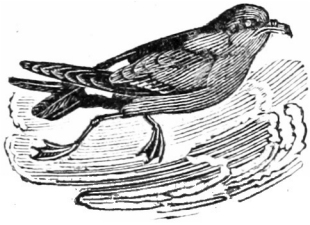


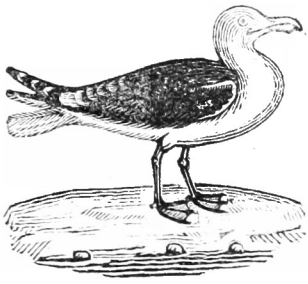


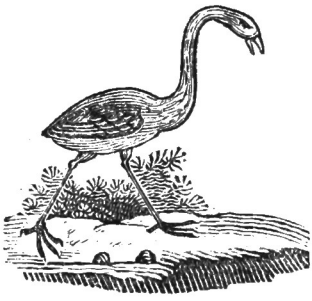




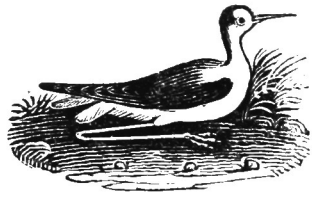


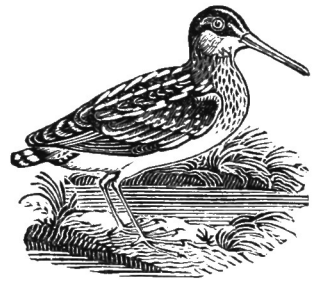










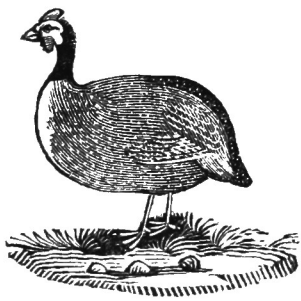




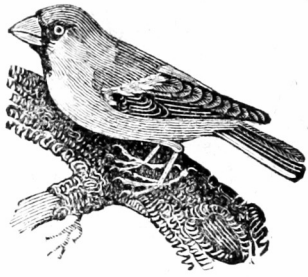


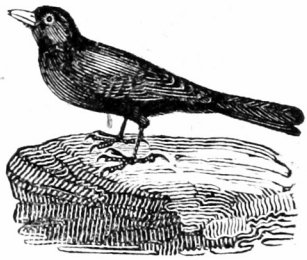


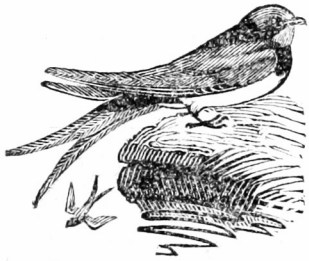




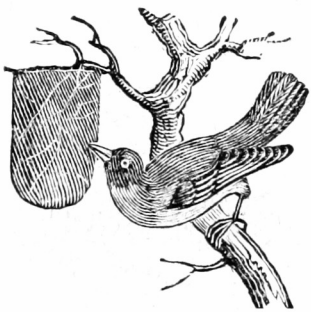






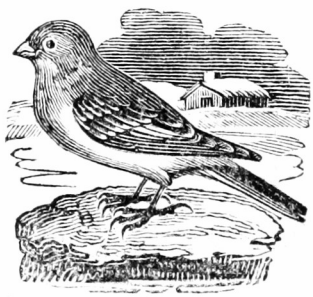










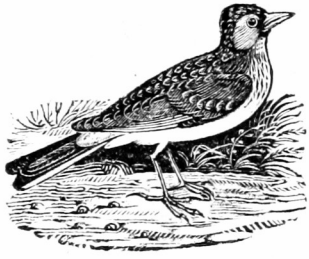






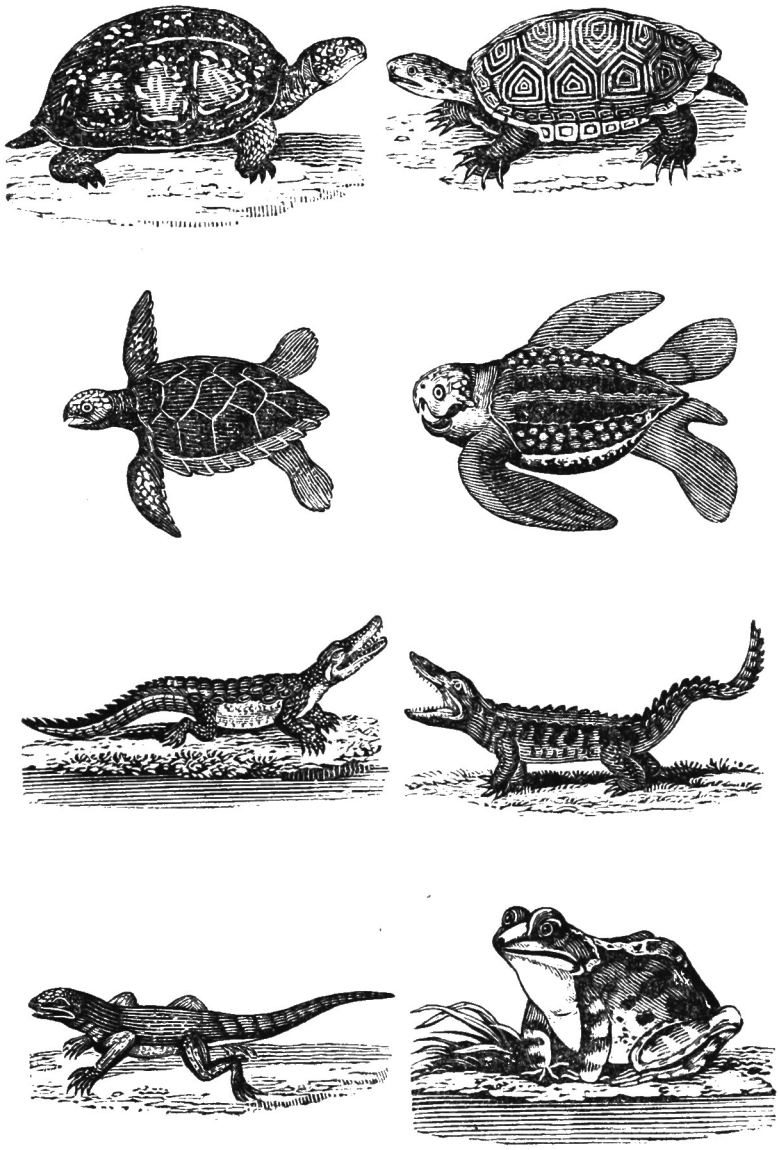




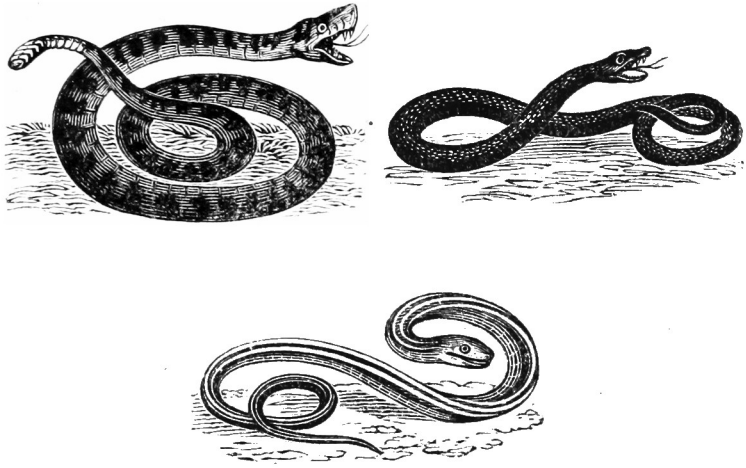




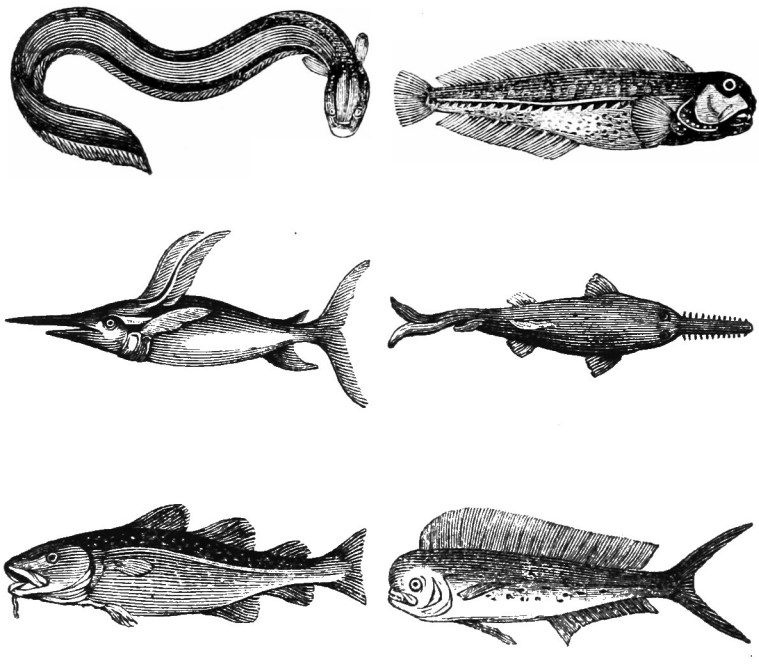
AMPHIBIOUS ANIMALS.

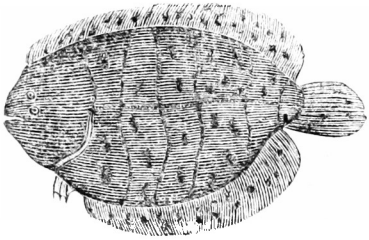
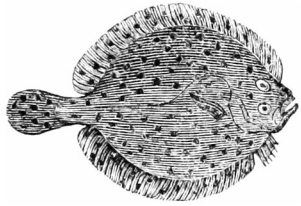
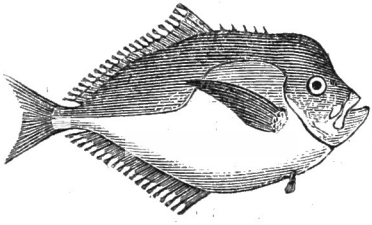
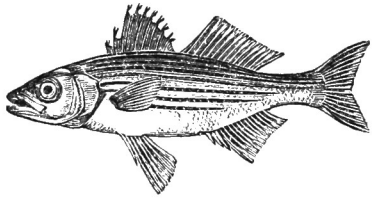
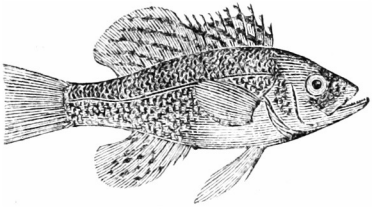
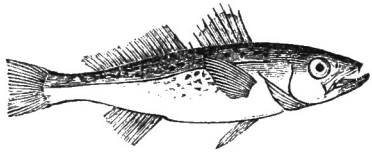
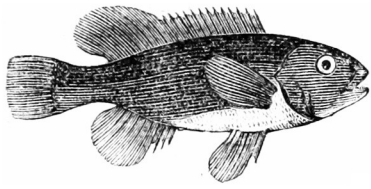
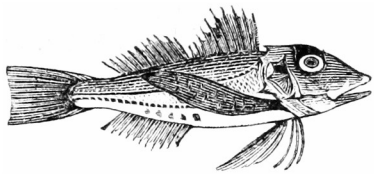
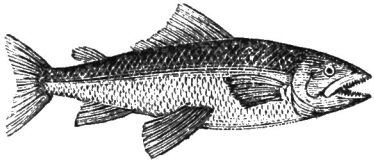


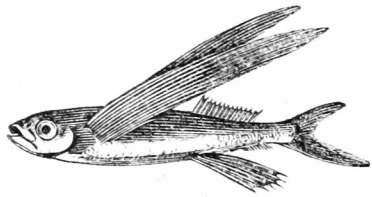
SERPENTS.

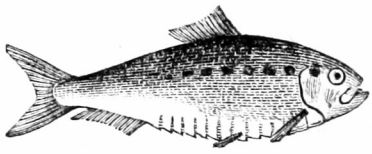


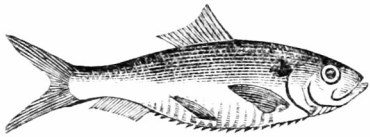
FISHES.

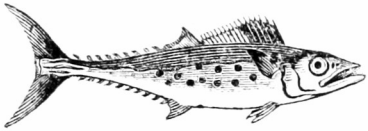


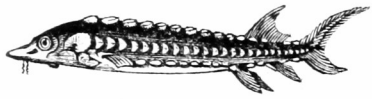










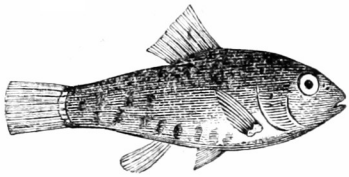



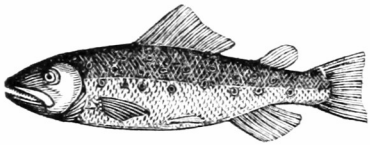


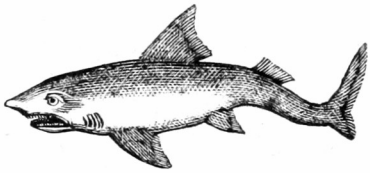


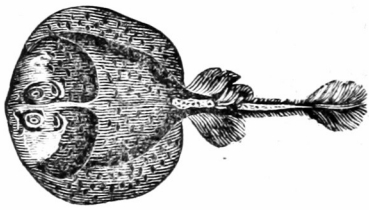


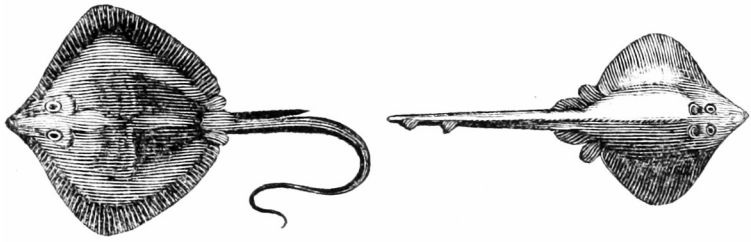




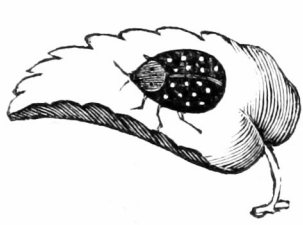


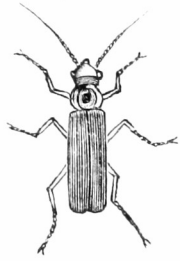




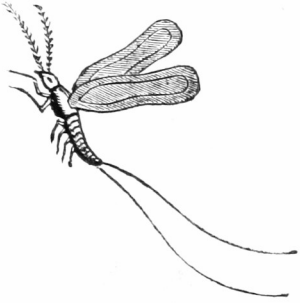


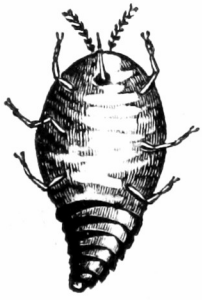
USEFUL INSECTS.





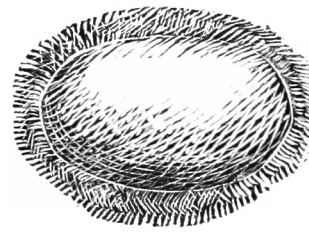




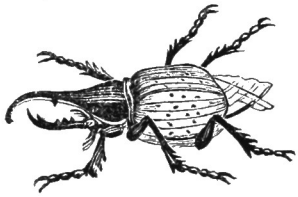






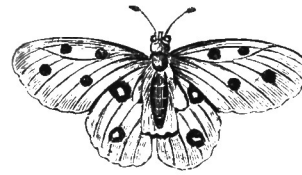


USELESS INSECTS.





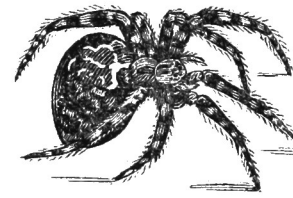






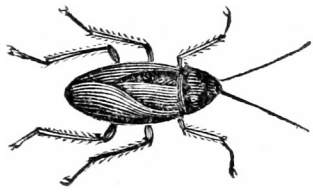


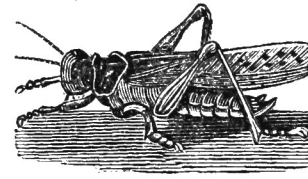




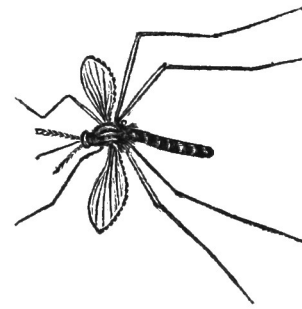


INJURIOUS INSECTS.

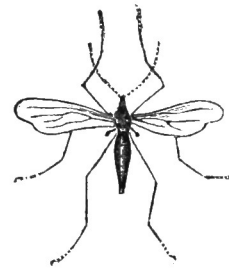


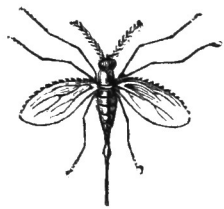


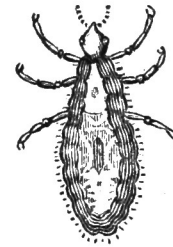


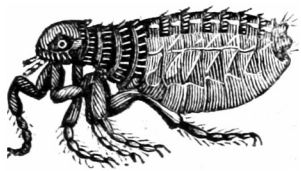


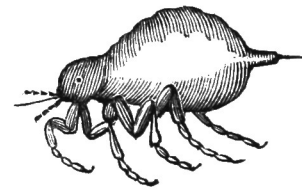


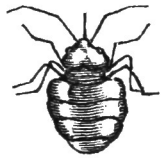














APPENDIX.

No. 1.

MR. ARROWSMITH'S WORK ON TEACHING DEAF MUTES.

When this work was digested and arranged, Mr. Arrowsmith's work, published in London, in one volume, octavo, 1819, had not then come to hand. It has been subsequently received, and we take this opportunity of giving our readers the following abstract.

It is entitled "*The Art of Instructing the infant Deaf and Dumb, by John P. Arrowsmith.*" This is a work of 272 pages, in English, giving an account of the manner in which the author's brother, born Deaf and Dumb, was educated, without being sent to any other than a common school. From this fact he has drawn the inference, that all Deaf and Dumb children may be taught in the ordinary schools of Great Britain. Mr. Arrowsmith appears to be rather obscure in detailing the means adopted in teaching his brother, and the method which ought to be pursued in teaching others. It appears by his introduction, that he had it in contemplation a long time to publish something on the subject, but was deterred, till he met with the Abbe de L'Epee's work in French, on the method of teaching Deaf Mutes. Accordingly, the greater part of Mr. Arrowsmith's labors consist in a translation from the Abbe de L'Epee. He has translated some part of de L'Epee, which his successor, the Abbe Sicard, has condemned and improved. He does not appear to know what the latter has written, but is astonished at the work of his predecessor. He states that the French method of instruction is cried down in England, by the Edinburgh Encyclopedists, and the French works on the subject of the Deaf and Dumb, kept out of sight. He condemns the practice of his own country, is decidedly opposed to the British plan of teach-

ing them to speak, in which much time is lost which might be employed to better advantage. He also states, that the art of teaching Deaf Mutes is monopolized in England, and enveloped in mystery, and the schools not easy of access to the unfortunate and poor Deaf and Dumb.

The title page is faced with a likeness of Mr. Arrowsmith's brother, who has acquired the art of engraving. The book also contains the English or double-handed alphabet, engraved by the Deaf Mute who is the subject of the work.

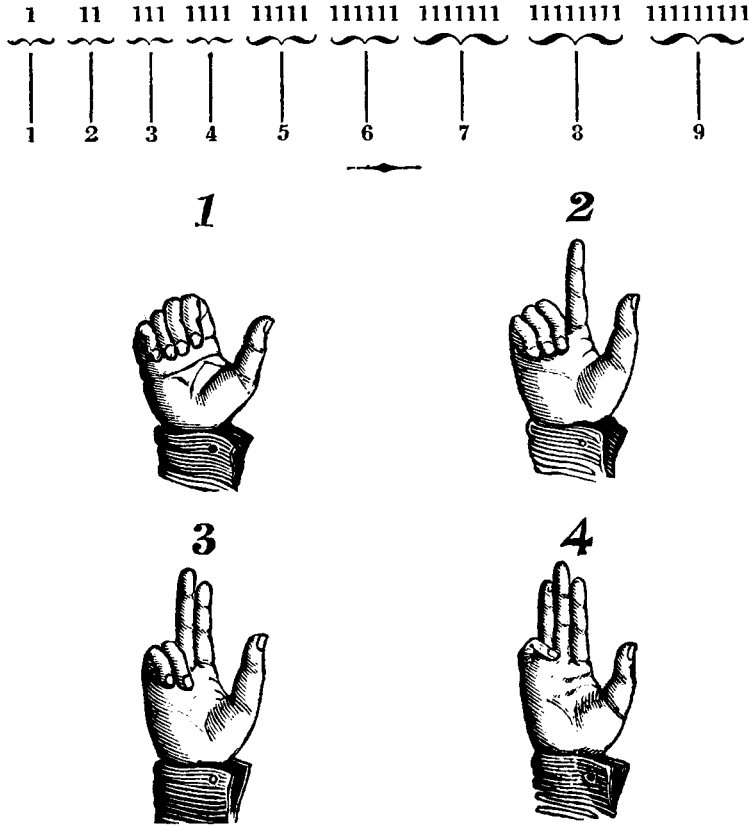
No. 2.

A. O. STANSBURY'S SIGNS FOR NUMBERS.

In teaching the Deaf and Dumb Arithmetic, signs for numbers are as essential as signs for letters, words and ideas. These signs are the medium of communication between the teacher and pupil, and produce an interchange of understanding. The natural knowledge of the Deaf and Dumb, as relates to numbers, is very limited, and does not extend much beyond the number of their fingers. The Abbe Sicard's signs for figures is far from being complete; hence Mr. David Seixas, the zealous teacher of the Deaf and Dumb in Philadelphia, adopted a plan which was an improvement, and it is now in practice in that city. It was adopted in the New-York Institution for a time, but some difficulty occurred in designating large numbers. In consequence of this, Mr. Stansbury, late superintendent of this institution, adopted a system of his own, which for some time past, has been in use in the school for the Deaf and Dumb in this city. The plan adopted is in accordance with the French signs for letters, one hand only being necessary in expressing any amount as high as one hundred millions. Either hand may be employed as for letters, though in general the right is principally used. The nine digits are expressed by the fingers, and the letter O of the French alphabet stands for a cipher. After the fingers are understood to represent the Arabic characters for the nine digits,

the hand is to be placed with the fingers extended vertically in front for units, horizontally in front for tens, downwards in front for hundreds: on the right hand vertically for thousands, horizontally for tens of thousands, downwards for hundreds of thousands: and on the left hand in the same manner for millions, tens of millions, and hundreds of millions. The whole system then consists in nine positions of the fingers, and nine positions of the hand.

The following wood engravings by Morgan, will illustrate the positions for the digits. In the use of figures, however, it is first necessary to exhibit to our pupils the power and value of the Arabic characters, which are arbitrary signs and substitutes for marks. This is done after the manner of Sicard, as follows:















A more particular explanation and application of these signs in the practice of arithmetic with the Deaf and Dumb, is given in the following letter from Mr. Stansbury to Dr. Mitchill.

To Dr. Samuel L. Mitchill,

President of the Board of Directors of the New-York Institution for instructing the Deaf and Dumb.

Sir,

Knowing the interest you feel in whatever relates to the progress of science, and the cause of humanity, I em-

brace with pleasure the opportunity of communicating to you, a new system of signs for teaching figures to the Deaf and Dumb, invented about a year ago, while I was engaged in the institution, which has been successfully used since that time. Instead of employing both hands one alone is required; the thumb represents one, the index finger two, the middle finger three, the ring finger four, and the open hand five; the little finger respresents six; to this add the ring finger for seven; then add the middle finger for eight, and the index finger for nine; the thumb resting on the palm, as in the letter B of the manual alphabet. To indicate ten, the thumb is pointed forward; twenty, the thumb and fore-finger, and so on to the sign for nine, pointing horizontally. Hundreds are pointed down, the hand being held in front of the body. For thousands the same order is pursued as for units; only holding the hand on the *right* side of the body, or giving it a gentle inclination toward the right, when the sign for thousands is made. For millions, the hand is placed across the body toward the left, and the same signs made for units, tens and hundreds; the units pointing up, the tens forward, and the hundreds down.

In order to convey to the pupils, a distinct idea of the value of figures, I employed clay, formed into very small lumps, and stuck upon a board on which was drawn the representation of two hands, and the figures 1, 2, 3, &c. to 9, against the fingers; then adding one more lump of clay for the remaining thumb, to the nine lumps already on the board, I pressed them into one, and pointed the thumb *forward* towards it; to this was added another lump of the same size for the fore-finger, also represented pointing forward, and another, and another, to nine; when a tenth lump for the remaining thumb, being united as before to the nine, formed one of a new series, indicated by the thumb pointing *down;* to this, nine others of the same size were added, and when the ten lumps were pressed into one, this was placed on the right side of the body, to show that every unit in that position was so much larger than that which was in

front of the body. Having done this, it was easy, by signs, to make them understand that these large lumps, or *thousands*, were to be pressed into one to form a much larger unit, called a *million*, and placed on the left side of the body. The same thing may be exemplified by weights in a scale: let the units be placed on a shelf above the head, the weights of ten times the unit, on a shelf breast high, and the weights ten times as heavy as these, on the floor; by this arrangement, the operations of addition, subtraction, division and multiplication may be readily taught. Perhaps a more convenient mode would be, to have circular pieces of thin wood, with a hole in the centre, and a wire rising from the bottom one just high enough to make a pile of ten. For fractions, I adopted a mode of illustration somewhat different: the unit was shown by a circular board of four or five inches diameter; another of the same size was sawed across into two, another of the same size into three, and so on to twelve: the unit represents a dollar, which is accordingly drawn on it; and so with the half, quarter, eighth and fifth, or pistareen, *without pillars*. When a sum in addition is set on the black-board, or slate, the pupil selects the fractions, and putting two eighths together, substitutes one quarter, two quarters, one half, &c. till he produces the amount in units piled one on another, and the fractional parts placed on one side: the same thing is done in the other rules, with the same facility and certainty, to the great satisfaction of the pupil.

In ciphering I employ the right hand alone to count units, and the left as a register of the number of tens, &c.

To facilitate the learning of division, I found it necessary to make a new arrangement of the multiplication table, corresponding to the order of placing the figures in division; that is, with the divisor on the left, and the quotient below the dividend: for this purpose the table is reversed; 12 times being the upper line, and 1, 2, 3, 4, &c. at the bottom. The effect of this alteration was much greater than any person who had not made the experiment would ima-

gine; the old tables were instantly discarded, and each pupil was anxious to have a new one: division lost all its obscurity, and was performed with the same ease as multiplication.

Hoping that in your hands, these hasty remarks may become useful to the institution over which you preside,

I remain, with due respect,

Yours,

A. O. STANSBURY.

No. 3.

NOTICE OF THE INFANCY OF MASSIEU,

A Deaf Mute from birth, a Pupil of the Abbe Sicard, by Madam V—— C——, translated from the French.

What sensible person is not penetrated with the necessity of rendering homage to the paternal inspiration of that pious philanthropist, who has restored to themselves the innocent victims of an error of nature. The beneficence of the Abbe de L'Epee should command a sacred acknowledgment from public opinion, as well as from maternal tenderness. The modest attempts of this ecclesiastic, were so many triumphs over the painful efforts of his predecessors. His reason discarded their systems, and his heart created a language for the use of the Deaf and Dumb.

From that moment the mother believed she had obtained every thing; and pressing to her bosom the infant, from whom, as yet, she only heard mournful sighs, she saw in him a messenger from heaven, who could console her in her misfortunes. The public came in crowds to the school of the celebrated instructor. He was applauded with transport; he was listened to with respectful silence, and he received the homage of all hearts, all ages, and of all sexes. The philosophic world conceived another ambition for the happiness of the Deaf and Dumb. They blessed the endeavors of that venerable man, whose only end was to initiate these unfortunate children into a knowledge of the secrets

of heaven. They thought it useful to unite to this celestial science, that which would reveal to them the secrets of social relation; but time reserved this double prodigy for the successor of the first friend of the Deaf and Dumb. We do not mean to make a comparison between these two persons, whose zeal and talents have acquired them a permanent glory, and who will be placed in the same rank by the friends of humanity. Can we in fact say to which belongs the palm, when we cannot applaud the one, without cherishing the memory of the other?

Courageous and patient like a good father, the Abbe de L'Epee goes to seek the Deaf Mutes in the midst of that darkness in which we find them plunged. There, surrounded by obstacles, having uncertain chances before him, he extends to them the hand of succour. He is to them the first ray of light which is perceived by them upon the horizon of life. What son could hope from a father a greater mark of love? It is here that the renowned Abbe Sicard comes in his turn to seek the instructor, and render homage to his heroic philanthropy. Let every eye be turned towards him; let every sensible heart surround him, and whilst we collect with tenderness what he has so wonderfully done, we have to regret the wonders that his zeal might have produced.

The virtuous instructor had not only to combat nature, but likewise his modest and religious fears; and whilst his first success presaged to him greater triumphs, his piety made him doubt the event. He could without pride undertake what he dare not even desire. In vain a new victory calls him; his scruples overcome the movements of his self-love, and limit such glorious work.

The courageous and sensible man whom Providence and the opinion of the public have named his successor, in daring to leap over the limits that a too scrupulous diffidence had too much respected, arrives at the method of enlightening the reason of the Deaf Mutes. It is in the soul of his pupils that the Abbe Sicard arrests a paternal regard. It is there that he discovers the first elements of his method.

It is not what he knows that he is in a hurry to teach them; as he made them his master in order afterwards to become theirs. Could he be mistaken and alarmed about the impressions which he received, if it was from them he borrowed the first rays of light with which he enlightens them? He identifies himself with their imperfections, and his observing mind never loses sight of them. He is seen constantly to follow them, step by step, in proportion as they advance towards that state of civilization to which his wisdom gradually conducts them. He already knows their strength of mind, and the progress of which their intelligence is susceptible, when he is enabled without danger, to teach them what renders life dear, embellishes, honors or degrades it, and thus to restore them to society. From this moment Deaf Mutes will no longer be strangers among men,* as their benefactor has made them acquainted with

* A Deaf Mute, born in Germany, and instructed after the method of the Abbe de L'Epee, in the institution founded at Vienna by Joseph II. afterwards entered that of Prague. Having learnt the art of engraving, he left that city to come to Paris, where he arrived in December. Here without acquaintances, and a very imperfect knowledge of his national language, and totally ignorant of the French, he stood in want of an individual with whom he could communicate. He could only find one amongst his brethren of misfortune; he went to the institution at Paris, and addressed himself to Clerc, a pupil of Sicard, and Deaf and Dumb from birth. He was an assistant teacher, like Massieu, to one of the classes of this school; a young man who unites to a strong mind, a fluency and grace in his style. An acquaintance is soon made. The stranger had now found a friend who could comprehend and pity him. His natural language not sufficing to obtain for him succour from other men, he wanted an interpreter who could translate his thoughts into the idioms of society. Young Clerc, who understood and wrote the French language well, offered this unfortunate young man to assist him as interpreter to the ambassador from the Court of Vienna, to whom he wished to address himself. This arrangement made the pupil of Sicard inform his master of the steps he was about to take, in a note which we will here transcribe from the original.

"This young Deaf Mute, without money and without friends, involved in debt occasioned by want of work, and threatened by his creditors, is going to have recourse to the bounty and generosity of his serene high-

the title which they have to the love of their fellow beings. Touching truth! which it is as sweet to reveal as to believe, and which egotism will not know how to abuse, as soon as the teacher makes his pupils feel all the dignity of man. Then struck with this great and sublime thought, they conceive the whole extent of the duties which society requires, and in which they have just taken their places. From this time, they know what of probity, generosity and industry they owe to it. Until that moment life was to them only a silent voyage, during which they only experienced an internal, secret and continual movement that no visible force can arrest, and whose whole mystery is in the power of an immortal soul. Until then they dragged out an existence without object or aim. The same ignorance, the same immobility described the circle of their long and useless days; a vague, inquiet and melancholy curiosity showed itself in their looks, whose gloom and dullness saddened the mother or the friend upon whom they were directed. But now behold them in contact with all the interests of life; every thing becomes animated around them, useful in their imaginations, and active in their hearts: they are attracted in fine by every thing, and by that social physiognomy which awakens such sensations, and produces such ideas as bind and unite individuals and their minds together. They no longer interrogate in vain, and their answers correspond with their judgments, and the lights they have received. Surely we cannot doubt the happy results of an education

---

ness, the ambassador of Austria. He desires me to accompany him, not only as a guide, but to aid him in expressing his ideas. I am very happy to be able to assist him, as this is my day of liberty."

The ambassador was absent; the deplorable situation of the Deaf Mute demanded prompt assistance. Young Clerc, full of zeal and humanity, directs his steps to other places; he calls upon several engravers; by writing he makes known the object of his visit, and the talents of his unfortunate companion. He at last succeeds in getting him a place with an engraver, where by means of his daily work, he is enabled to provide for all his wants.

inspired by their misfortune, when we observe them applying the advantages of their talents and labors, in which society and their families partake so largely.*

A language purely mechanical and made for the memory, would never produce such a miraculous regeneration; one was required which would speak to the human understanding. It will then be easily understood, that it is owing to this new creation of the theory of signs, that the master is able to complete his work, and the Deaf and Dumb pupil no longer to be a useless being upon the earth!

In order to appreciate the labors of these two benefactors of the Deaf and Dumb, we must compare their deplorable condition before instruction, with their state of existence after they have acquired an education. It is only by examining them in these two states, that we are enabled to believe in the success of their instruction, and to applaud it with enthusiasm.

It will be easy for our readers to be convinced of this, by some characteristic traits of the infancy of Massieu, that we owe to a man of letters what we have here related, and to which we will be permitted to add what we have ourselves collected concerning this Deaf Mute. We can imagine then what loss it would have been for society, as well as for humanity, if this interesting being, who from his cradle, felt the necessity of extending his moral existence; who demanded in vain from the authors of his days, the God which he ought to adore, that worship he ought to render him, and in fine, the lights which nature had interdicted him; if say I, he had been condemned, by chance, not to meet upon the earth him who could grant his prayers?

"I had many communications with Massieu, our author tells us in his charming work (La corbeille de fleurs). I was not able to avail myself of speech with him, as he would

---

* Many Deaf Mutes are employed in public offices, and in the printing-office of the institution, from which they receive the fruit of their daily labors for the support of themselves and their aged parents.

not have understood me, and I could not avail myself of his gestures, as I would not have comprehended them. It was with the pen that I put my questions, and with it he made his replies."

"*Demand.* Do you love your father and mother?

Response. Yes, very much.

D. How can you make them understand you?

R. By signs.

"I concluded from these first answers, that the sentiment of filial love was no stranger to Massieu. Shortly after this conversation with him, I had a proof that this sentiment was one of those which predominated in his heart. His intelligence had given him an honorable standing in the institution among the Deaf Mutes. The convention by a decree had given him an appointment."

"As soon as M. L'Abbe Sicard had read this flattering decree to his pupil, the latter, transported with joy, expressed this thought by his gestures: *I am at length assured of the means of procuring bread for my aged mother.*

"The Abbe Sicard wrote to me some time after, as follows:

"The acts of filial love never cost the least effort of his sensible and grateful heart. *To give to his parents is to repay them* (said he to me one day). This young man was only occupied with the wants of his mother. All that he receives as a tutor in the institution, he immediately gives to her, and he would have debarred himself the use of any part of it, if I had not called to his recollection that he had wants of his own, and that he ought to reserve something to satisfy them. The first movement of his heart, when he received either his salary or a gift from persons who were enchanted by the justness and precision of his answers, was to say to me by signs, *this is for my poor mother.*"

"I longed to have more extended details of the infancy of Massieu. I asked him in writing one day, to give me the history of his early years; he brought me very soon afterwards the following morceau, which is entirely digested by himself."

"I was born at Semens, canton of St. Macaire, department of the Gironde.

"My father died in the month of January, 1791; my mother is still alive.

"In my country we were six Deaf Mutes in one paternal family, three boys and three girls.

"I remained at home till the age of thirteen years and nine months, to which time I had never received any instruction; *I was in darkness as respects learning.*

"I expressed my ideas by manual signs, or by gesture. The signs which served me then to express my ideas to my parents, my brothers and sisters, were very different from those of instructed Deaf Mutes. Strangers never comprehended us when we expressed our ideas by signs to them, but the neighbors did.

"I saw cattle, horses, asses, hogs, dogs, cats, vegetables, houses, fields and vineyards, and when I had seen all these objects, I remembered them well.

"Before my instruction, when I was a child, I neither knew how to read nor write. I had a desire to read and write. I often saw girls and boys who went to school; I desired to follow them, and I was very jealous of them.

"With tears in my eyes, I asked permission of my father to go to school; I took a book and opened it upside down, which was a mark of my ignorance; I put it under my arm as if to go, but my father refused the permission which I asked, by making to me signs, that I would never be able to learn, because I was a Deaf Mute.

"Then I cried very loud. I again took the book to read it, but I knew neither letter, word, phrase, nor period. Full of grief I put my fingers in my ears, and impatiently required my father to cure me.

"He answered me that he had no remedies. Then I became disconsolate; I left my father's house and went to school, without telling my parents: I presented myself to the master, and demanded of him by signs, to teach me to write and to read. He refused me roughly, and pushed me

from the school. That made me weep much, but it did not discourage me. I often thought about writing and reading; then I was twelve years old; I attempted all alone to form with a pen, the signs for writing.

" In my childhood my father had required me to offer up my prayers by signs, evening and morning. I fixed myself upon my knees; I joined my hands and moved my lips, in imitation of those who speak when they pray to God.

" Now I know there is a God who is the maker of heaven and of earth. In my infancy I adored the heavens, not God; I did not see God, I saw the heavens.

" I neither knew if I had been made, nor if I had made myself. I grew large; but if I had never known my instructor, Sicard, my mind would never have grown as my body, for my mind was very poor; in growing up I would have believed that the heaven was God.

" Then the children of my age would not play with me; they despised me; I was like a dog.

" I amused myself all alone to play with a mallet, a top, or to run upon stilts.

" I was acquainted with numbers before my instruction; my fingers had learned me them. I did not know them by figures; I counted upon my fingers; and when the number exceeded ten, I made notches upon a stick.

" In my childhood, my parents sometimes made me guard the sheep, and often those who met me, touched with my situation, gave me some money.

" One day a gentleman (M. de Puymorin) who passed by, took pity on me, and made me go to his house, and gave me food to eat and drink.

" Having then set out for Bourdeaux, he spoke of me to M. Sicard, who consented to take charge of my education.

" The gentleman wrote to my father, who showed me the letter, but I could not read it.

" My parents and my neighbors told me what it contained. They informed me that I was going to Bourdeaux. They thought that I was going to be a cooper. My father informed me that it was to learn to read and write.

" I set out with him for Bourdeaux. When we had arrived, we made a visit to M. Abbe Sicard, and I found him very thin.

" I began by forming the letters with the fingers: after many days I knew how to write some words.

" In the space of three months, I knew how to write many words; in six months I could write some phrases; in a year I wrote pretty well.

" In a year and some months I wrote better, and could answer some questions put to me.

" I was three years and six months with the Abbe Sicard, when I went with him to Paris.

" In the space of four years I became as a speaking being.

" I would have made greater progress, if a Deaf Mute had not inspired me with great fear, which made me very unhappy.

" A Deaf Mute, who had a friend a physician, told me that those who had never been sick from their infancy would never live to be old; but those who had often been so would live to be very old.

" Recollecting then, that I had never been sick since my birth, I had a constant fear that I could not live to be old, and that I should never be thirty-five, forty, forty-five, nor fifty years old.

" My brothers and sisters, who had never been sick from the time of their birth, were dead. My other brothers and sisters, who had often been sick, were restored.

" From never having been sick, and the belief which followed it that I could not live to be old, I would have studied more; I would have been very very knowing as those who speak.

" If I had not known that Deaf person, I would not have feared death, and I would always have been happy."

" It appears astonishing that we can write to Massieu, and reason with him as with a man of the clearest under-

standing; but this will not surprise us, when we know that Massieu is, perhaps, one of the profoundest men of the age. The plainness, the precision, the sublimity of some of his answers to questions the most unexpected, the most difficult, and the most abstract, will enable us to judge of the temper of his mind, and the sensibility of his heart.

"I asked him one day before many persons; My dear Massieu, before your instruction, what did you believe of those who looked at each other, and moved their lips?

"I believed, he replied, that they *expressed their ideas.*

"*D.* Why did you believe that?

"*R.* Because I had observed that when persons had spoken to my father concerning me, he threatened to punish me for what I had done.

"*D.* You believed then, that the movement of the lips were a means of communicating ideas.

"*R.* Yes.

"*D.* Why did you not move your lips to communicate your own ideas?

"*R.* Because I had never sufficiently noticed the lips of those who speak, and when I tried to speak they told me *my noise was bad.* As they told me that my misfortune was in my ears, I took some brandy and put it in my ears, and stopped them up with cotton.

"*D.* Did you know what it was to hear?

"*R.* Yes.

"*D.* How did you learn that?

"*R.* A relation who could hear, and lived in the house, told me that she saw with her ears, a person which she did not see with her eyes, when he came to see my father.

"Persons who hear, see with their ears during the night, those who walk.

"*The nocturnal walk* distinguishes persons and their names to those who hear.

"We see by the style of these answers, that I have been under the necessity of copying and preserving them exactly, to transmit them to the public."

Nothing, without doubt, is more interesting to know, than the early impressions of a Deaf Mute from birth; but how is this interest augmented, when it has for its object one of these unfortunates, who having arrived to a perfect state of civilization, contributes not only by his talents to the glory of his master, but even to the school, where his intellectual and moral faculties have been developed. Can we not recognize the man who is sensible of his own dignity, in this simple and natural recital which the pupil of the Abbe Sicard has made himself, of the first sensations and chagrins which he has experienced? His vague reveries while guarding the flock entrusted to him; his tears for an ignorance, the consciousness of which he always carried about him; the inquiet and ambitious desire to overcome the insurmountable barrier which nature had placed between his reason and the lights which it implored, did they not all serve him as an impulse of that secret power which directs a man into an active existence? As for the rest, he appeared to us still more curious when we had taken notice of these particulars, and learned from himself what object presented itself to his view, and what sentiment occupied his mind, during the religious act which paternal piety exacted of him every morning. We knew him sufficiently to foresee the power that imagination ought to have upon his religious belief; which never being willing to interrogate in vain, dares to believe all to consecrate to his will, the enjoyments, the mysteries and the claims, and not fear to bring forth fables when the reality escapes him. It is thus in truth, that (Massieu) born with an ardent mind, and without any point of support in the moral world, this infant Deaf Mute, curious to penetrate the secrets of that nature which animates and attracts his eyes under a thousand forms, embraces a chimera in the absence of truth. But we ought rather to pity than to accuse him, since in his error he furnishes us himself, a new proof of innate religion in the heart of man. The following is an abridged conversation which was held with him on this subject.

Of what did you think, we asked him, when your father made you fall upon your knees?—Of heaven.—With what intention did you make a prayer?—In order to make it descend by night upon the earth, to the end that the vegetables which I had planted should grow, and that the sick should be restored to health.—Was it these ideas, these words, and these sentiments, which composed your prayer? It was the heart that made it. I did not know at that time, either words or their meaning.—What did you experience then in your heart?—Joy, when I found that the plants and the fruits grew; pain, when I saw them injured by the hail, and that my parents still continued sick.

At these last words of his answer, Massieu made many signs which expressed his anger and threatening.

Is it thus you menace heaven, we demanded of him with astonishment?—Yes.—But with what motive?—Because I thought I should never be able to reach to attack and destroy it, because it had caused all those disasters, and did not cure my parents.—Was you not afraid to irritate, and that it would punish you?—I did not then know my good master Sicard, and I was ignorant what heaven was; it was only a year after my education that I feared to be punished by it.—Did you give a figure or form to this heaven?—My father had shown me a large statue in the church in my country; it represented an old man with a long beard; he held a globe in his hand; I believed that he dwelt beyond the sun.—Did you know who had made the ox, the horse, &c?—No; but I had much curiosity to see them born: I often hid myself in the ditches to observe heaven descend upon the earth for the growth of beings; I wished very much to see it.—What did you think when the Abbe Sicard made you form for the first time, words with the letters?—I thought that the words were the images of the objects which I saw around me; I treasured them up in my memory with a living ardor; when I read the word God, and had written it upon the black-board with a pencil, I looked at it

very often, for I believed that God caused death, and I feared it very much.—What idea had you of it then?—I thought that it was the cessation of motion, of sensation, *of eating*, of the tenderness of the skin and of the flesh.—Why had you this idea?—I had seen a dead body.—Did you think you should always live?—I believed that there was a celestial earth, and that the body was eternal.

We do not think it necessary to give here any further detail of the conversation with this pupil of the Abbe Sicard; it answers, as we have said, to make known the idea that he now has of the true God; his acknowledgment for that to which he owes so great a benefit, as to render homage himself to the education which has raised the thick veil that deprived him of so many consoling truths. It is without doubt, one of the conquests the most precious of this method, since he had to combat the errors so much cherished, as they arose from the first inspiration of that innate sentiment of which we have spoken. We ought then, in order to complete this triumph, not to be alarmed at the sentiment which appeared to justify these errors, but to oppose with wisdom, the logic of truth to the seducing illusions of a disordered imagination. This success was reserved for an enlightened and pious instructor.

As many answers of this Deaf Mute, so justly celebrated by his discoveries in the language of thought, have made a noise in the world, we will relate here, many which make better known his religious principles, and the justness of his thoughts, by adding what we have often observed, that if the question proposed does not offer a pointed interest, an answer is only obtained the most common, as would be that from an unlettered man; and that if we wish to find him such as his renown presents him, we must interrogate him upon subjects of a certain depth.

A person asked him one day in a public assembly, what difference he made between God and nature? This was his answer.

"God is the first Maker, the Creator of all things. The first beings were all drawn from his divine bosom. He has

said to the first, *you shall be second;* his wishes are laws; these laws are nature."

A woman of our acquaintance said to him one day, that she compared Providence to a good mother.

"The mother, said he, only takes care of her own children, whilst Providence takes care of all beings."

These are the answers which he gave to the following questions.

What is virtue, God, and eternity?

"Virtue, said he, is the invisible, which holds the reins of the visible."

"God is the necessary being, the sun of eternity, the clock-maker of nature, the mechanist of the universe, and the soul of the world."

"Eternity is a day without an yesterday or to-morrow."

We desired to know what he understood by a sense?

"A sense, said he, is an *idea carrier.*"

Some persons wishing to embarrass him, asked him, what is hearing?

"It is the auricular sight."

A few days ago we asked him if he made any distinction between a conqueror and a hero? Without hesitation he wrote upon the slate as follows:

"Arms and soldiers make the conqueror. Courage of the heart makes the hero. Julius Cæsar was the hero of the Romans. Napoleon is the hero of Europe."

At the public exercise of 25th April, 1808, he was asked, what is hope? and he immediately answered,

"It is the flower of happiness."

We will terminate by an answer which, though well known, appears to us to deserve a place in this notice.

His master asked him one day, what is gratitude? He immediately answered, as if by inspiration,

"Gratitude is the memory of the heart."

A grand thought, and which could only come from the heart.

V—— C——.

No. 4.

J. R. PEREYRA'S CLAIM TO NOTICE AS A TEACHER OF THE DEAF AND DUMB.

We are indebted to I. Alvares Deleon, professor of the French and Spanish Languages, late of Philadelphia, but now of Hyde Park, Dutchess County, of the State of New-York, for the following translations from a memoir of Mr. Pereyra, on the subject of instructing the Deaf and Dumb, &c.

ON THE DEAF AND DUMB.

"The following are vouchers which plainly show, and incontrovertibly prove, that neither father Vanin, nor the Abbe Deschamps, nor the Abbe de L'Epee, nor the Abbe St. Sernin, nor the Abbe Sicard, nor any of the learned men of illustrious France, have been the first professors or founders of schools for the Deaf and Dumb, but that it is to Mr. J. R. Pereyra, a Spanish Jew, that France, and successively, all the States of Europe, and now America, are indebted for the ingenious, valuable and sublime art, which in a very high degree, restores insignificant, forlorn, and unfortunate beings to the human kind, between which and the brutes, they until then had been looked upon by the generality of men, as belonging to an intermediate class. Some instances, however, seem to have really existed, of certain Deaf Mutes having been rendered capable, in the 15th, 16th and 17th centuries, through the skilful and philanthropic exertions of a few enlightened men, to carry on conversations with their fellow beings, either with the help of certain arbitrary signs, or in an audible and distinct prolation; but says the celebrated Mr. Lecat, in his *Treatise of the Senses,* "no other than Mr. Pereyra has carried to a higher degree of success, the art of correcting the physical defects of the Deaf and Dumb: not only he makes them read and write, but what is yet more wonderful, he enables them to speak, converse and discourse, with a stock of knowledge almost equal to that of other men." The con-

clusion of his pertinent, able, curious and philosophical dissertation, runs in these words. It must be confessed that for that alone, *he deserves to be ranked with those who have the best merited the suffrages of the public, the gratitude of mankind, and the encouragement of all the potentates.*"

Now I will introduce Mr. Pereyra to the reader's acquaintance, through the following documents, which cannot fail to fill them with admiration and respect towards him.

"*A Memoir read by Mr. Pereyra, at the sitting of the Royal Academy of Sciences, on the 11th of June, 1749.*"

"GENTLEMEN,

"Notwithstanding the flattering encomiums that the learned academy of Caen, and a number of enlightened persons have so generously lavished on my method of teaching the Deaf and Dumb how to speak and reason, nothing could deter my mind from deserving the approbation of a company who, through the august protection of the greatest of monarchs, and the vast learning of the members that compose it, so worthily makes the admiration and the most solid ornament of France, of Europe, and the universe. It is with so flattering a view that I now come, gentlemen, to beseech you to examine the effects which my cares and exertions have produced in Mr. d'Azy d'Etavigny, whom I have the honor of introducing to you. His actual proficiency will afford sufficient matter to your penetration, for passing a decisive judgment on all the advantages that the Deaf and Dumb must expect from my art. I have formed on this subject a memoir containing, moreover, some remarks which are relative to it; be pleased, gentlemen, to hear the perusal of it.

"This young Deaf Mute distinctly pronounces, though yet very slowly, the letters, syllables and words, let them be written to him, or be shown him by signs. He from his own accord, answers verbally or in writing, to the familiar questions put to him. He often proposes questions himself, and he acts agreeably to what he is desired to do, if he is spoken to in writing, or with the manual alphabet, of which

his master makes use with him, no other sign being required to indicate what he is requested to do. By the means of his tongue he demands things which he daily stands in need of. He recites by heart the decalogue and sundry prayers, and pertinently answers several catechetical questions. In grammar he gives to each noun its proper article, seldom mistaking them; he has some faint knowledge of the value of cases, as well as of the pronouns most commonly used. As to the verbs, he not only knows how to conjugate them when they are regular, but he moreover names the person they ask him separately, in whatever number, tense and mood it may be; he yet is far more acquainted with the use of the indicative. He is also pretty well conversant with the most common and familiar expressions of both the other parts of speech and syntax, never applying for instance an adjective in the feminine gender to a substantive masculine, nor a plural to a singular. It very seldom happens that he commits any mistakes in the tenses, numbers and persons of the verbs which he uses in expressions, especially if it is in the indicative mood he is to employ them; he already avoids a deal of repetitions, often using pronouns and relative articles; he observes tolerably certain orthographical rules; moreover it is to be noticed:

"1st. That if in every one of the above particulars, blunders have been committed in writing, he generally takes notice thereof; nay, makes corrections as soon as he is allowed so to do.

"2dly. He alters and modifies his utterance several ways, speaking loud or low as he is requested; he imitates by the sound of his voice, those differences that are observable in interrogation, praying or command; and although the letters, especially the vowels, are susceptible of divers pronunciations in French, none of them being made an exception thereto, and becoming mute on some occasions, nevertheless Mr. d'Etavigny does not fail in giving them their proper value; if he makes any mistake, it is only in words he is

unacquainted with. In arithmetic he is master of the four rules; the two first by fractions, and numbers verbally any sum proposed to him in ciphers. In geography, he distinguishes on the map the four quarters of the world, the principal kingdoms in Europe, of which he names the capitals; his acquaintance with France embraces the provinces and the most remarkable cities; his mind is also enriched with some information that might be referred to chronology, as the division he makes of the year, of the months and the week; to history, as the creation of the world, which he recites; nay, to some more abstract sciences; but it would be a hard task to give a just estimate in writing of all such particulars.

"Mr. Azy d'Etavigny is 19 years of age. Pereyra began his instruction in the College of the Duke of Orleans at Beaumont, in Auge, in Normandy, on the 13th July, 1746. He had the honor, four months after, to introduce him to the Academy of Belles Lettres of Caen, where the Bishop of Bayeux presided as the protector, that he should be examined on his progress, which was already considerable enough in point of pronunciation, seeing the little time Pereyra had instructed him. He was obliged to part with his disciple in the beginning of the month of May, 1747, when he possessed the right understanding of about 1300 words, and could read and pronounce distinctly.* Pereyra could not resume his instructions before the 15th of February, 1748. He found his pronunciation, for want of constant practice under his direction, extremely vicious, and very little intelligible, so that it might boldly be asserted, that considering the time required to correct it, all that Mr. d'Etavigny knows at present, has been the work of the time elapsed from the last epoch, that is, sixteen months.

"Besides a slowness, an extreme harshness in that young man's pronunciation is also observable; it arises in particu-

* All these particulars are minutely recorded in the following papers of 1747; namely, Journal des Savante, for July; Mercure de France, for August; Journal de Verdun, for November, &c.

lar from the vices contracted during the ten month's interruption it had undergone; but particularly from the stiffness of his organs, which had lost a great deal of their natural pliableness when Pereyra began to put them in motion, his pupil being then 16 years old. It may therefore be inferred, that these defects will considerably lessen in proportion as he goes on under his master's care, to make use of speech; for doubtless the parts by which it is framed, will acquire thereby, both more suppleness and agility, articulation consequently becoming to him easier and more regular."

"It will be seen by this memoir, that the views of Pereyra in the instruction of the Deaf and Dumb, go to the teaching them how to pronounce all the words of the French language, or of any other tongue, provided they have learned them already; but what is more, and this is the main point of the instruction, they are to understand the sense of those words, and convey through them, either verbally or in writing, all their thoughts in the same manner as others do, which consequently, will enable them to learn and exercise like other persons, any art or science whatever, with the exception only with respect to practice of the things for which the sense of hearing is indispensibly necessary. Pereyra teaches them also arithmetic, and can give them commercial and mathematical knowledge."

It is easily conceived that for speaking to pupils, the use of writing or ordinary signs are necessary. Although this last means always carries with it something confused or ambiguous, it is nevertheless plain, that the verbal interrogations the Deaf and Dumb will be obliged to make, to get the thorough understanding of what will be told them, will obviate that defect in a sufficient manner.

Besides this means of speaking to them, Pereyra employs a third one, which has the advantage of being as expressive as the first, more becoming than the second, and easier than both. It is a manual alphabet he has learned in Spain, but which he has been at the trouble of considerably

augmenting and perfecting, in order to fit it to the correctly speaking French. He makes use of it with such a speediness as to make it resemble more the nimbleness of the tongue than the slowness of the pen. This alphabet is comprised in the fingers of a single hand, which is yet sufficient to Pereyra to express in figures all sorts of sums, and to teach his pupils still more easily and safely than by the usual methods of the four rules of arithmetic.

These are not the only resources which may effectually alleviate the misfortune of Deafness in Pereyra's pupils: they will moreover understand by the motions of the lips, eyes, head, hands, &c. of the persons who will communicate with them, whatever it is wished to impart to them. This way of apprehension requires still a considerable study, particularly if the persons speaking are not well known to the Deaf Mutes who will make themselves understood; and if the discourse held with them differs much from familiar questions and conversations, yet it will always be of some utility to them, as it is susceptible of being perfected in process of time, both by their penetration and practice.

CONCLUSION.

"It would be to tresspass on your complaisance, gentlemen, were I to expatiate here on numerous observations I could make on the purpose of this memoir: however, I entertain the hope they will be disclosed to you another time, and that it will be more convenient for me to acquaint you with them in proportion as my pupil's proficiency will be submitted to you, and that you will deign to continue the honor of your attention upon every one of those observations in a particular manner."

Read by Mr. Pereyra at the Academy, on the 11th June, 1749.

Extract of the Registers of the Royal Academy of Sciences.

Paris, July 9th, 1749.

"We have seen, in pursuance of the Academy's order, a memoir that Mr. Pereyra has read at the assembly on the

11th of last month, upon the effects of his art for teaching the Deaf and Dumb how to speak, and we consequently have examined, in a particular manner, what he therein states about Mr. d'Azy d'Etavigny, his pupil, Deaf and Dumb from his birth.

" It is not from this day that the possibility of so curious and useful an art is confirmed by experience. Mr. Wallis, in England, and Mr. Amman, in Holland, have practised it with success in the last century. These two learned men's works are known to every body. It appears from their testimony, that a certain clergyman had exercised himself in it before them. Emanuel Ramirez de Cortona and Peter de Castro, both Spaniards, had likewise treated this matter before them, and we make no doubt that other authors have also written and given to the public, some methods on this art; but the instance of Mr. d'Etavigny, *is the first and only one of which we have any knowledge.*

" It may be seen by the memoir and certificates produced by Mr. Pereyra, that he had already made some such essays with success; that he undertook in Normandy, on the 13th July, 1746, the instruction of that young man, Deaf and Dumb, then aged sixteen; that in a few days he taught him how to articulate some words, such as *papa, maman, chateau, madame, chapeau;* that in November following, he presented him to the Academy of Belles Lettres of Caen, by whom it was found he actually could distinctly pronounce a great number of words; that Mr. Pereyra was obliged to quit him in the beginning of May, 1747, at a time when he got the intelligence of thirteen hundred words, and could read and articulate tolerably; that he resumed his pupil's instruction on the 15th February, 1748, and that he saw himself obliged, owing to some defects that had crept into his pronunciation during that interval, to begin anew his instruction, which reasonably leads Mr. Pereyra to think that the young man's attainments must be esteemed the work of sixteen months.

"With respect to the actual proficiency of Mr. d'Azy d'Etavigny, although what we have seen of it appears to us sufficient to judge of the same, our duty, nevertheless, actuates us to discourse on this particular, in a minute and circumstantial manner."

Here follows an analysis of Mr. Pereyra's memoir, and the conclusion of this analysis runs thus:

"We find that Mr. d'Etavigny's progress, attained in so short a time, quite sufficiently proves the goodness of the method used by Mr. Pereyra in his instruction, and demonstrates the singularity of his talent for practising it, as also that there is much room to expect, that by such means the Deaf and Dumb will be able not only to pronounce and read all sorts of words, and comprehend the value of those which designate visible things, but that they will be made capable of acquiring the abstract and general notions they stand in need of, will become sociable, able to reason and act in the same manner as such persons do who have lost their hearing, after having attained the age of reason. As there have been seen a kind of deaf persons who could understand by the motions of the lips, what people wanted to say to them, we unhesitatingly believe that Mr. Pereyra could succeed in endowing his pupils with such a facility, by adding to it the instructions he mentions in his memoir.

"We also think that the manual alphabet of Mr. Pereyra, for which he only employs a single hand, will become, if rendered public, so much the more commodious for his pupils, and for those who will be wishing to hold a converse with them, as it appears extremely simple and expeditious, consequently easy to be acquired and to be used.

"We therefore judge that the art of teaching to read and speak, the Deaf and Dumb, such as Mr. Pereyra practises it, is extremely ingenious; that his usage much interests the public good, and that no exertions ought to be spared to induce Mr. Pereyra to cultivate and perpetuate it.

(Signed) D'ARTOUS DE MAIRAN,
BUFFON,
FERREIN."

Extract from the Mercury, for March, 1750.

LETTER OF MR. PEREYRA TO MR. REMOND DE ST. ALBINE.

I most sincerely thank you, Sir, for having imparted the honor I had on the 7th and 8th January last, of being introduced, with my pupil, to the King, the Dauphin, and the Princesses of France, by the Duke de Chaulnes, president of the Royal Academy of Sciences. However, the brevity of your narrative induces me to think that you have been but very lightly instructed in that respect, which obliges me to desire you to make public the two following particulars, which surely reflect too much honor upon me, that I should give them up to oblivion. The first is, that the curiosity of hearing a Deaf Mute speak, having impelled his majesty to permit Mr. d'Etavigny, my pupil, to appear before him on the 7th January, he deigned, as well as the Dauphin, to hear him with an admirable benignity, for about three quarters of an hour: the second is, that on the next day, I was again sent for, according to the king's command, &c.

(Signed) PEREYRA.

In order to acquaint the reader with the late prevailing opinion in France, respecting the first real professor of the sublime art of teaching the Deaf and Dumb how to communicate their thoughts, through a clear, distinct and perfect prolation, and set forever at rest, any pretended doubts in regard to the same, now or hereafter started by any ignorant or uncandid set of men, partisans of the Abbots de L'Epee and Sicard, the following extracts of letters published in Bourdeaux, in 1806, will afford additional information on the subject, by throwing thereon the brightest and most refulgent light.

Letters published in Bourdeaux, in L'Echo du Commerce, in 1806.

I beg, Sir, you would be pleased to insert in your interesting paper, a faint notice of one of the least honored, and yet most honorable of our fellow citizens.

Endowed by nature with a genius and with talents precious to mankind, he deserves a place among the greatest men who have honored our dear country, our native city! He has not less claims than they to the justest celebrity! J. Rodrigues Pereyra, a Jew from Bourdeaux, of Spanish origin, was the inventor of the precious and beneficent institution of the Deaf and Dumb. He founded the first public and gratuitous school of the same in Bourdeaux (in my father's house, Augustine-street) towards the middle of the last century, and a few years after, transferred it to Paris. Being then presented to Lewis the XVth, a friend and protector of the arts, particularly of those that are essentially useful, he met with the most favorable and most distinguished reception, as well as the most flattering encouragement and eulogies. Nay, this monarch deigned to honor him with often admitting him at his table: a truth certified in the accounts thereof inserted in the newspapers of those days.

Shall I here dare loudly to say, Sir, what I think on the subject? The unjust destiny of Rodrigues Pereyra, compared with the good luck and eclat of the Abbots de L'Epee and Sicard, so justly celebrated, reminds me of another yet more unfortunate and unjust. The greatest and most intrepid of navigators, the Genoese, Christopher Columbus, first discovers a new world, and it is the luckiest of his successors, the Florentine, Americ Vespucio, who gives it his name forever! *Sic vos non vobis!*

The same happens in all countries, and at all times.

N'il sub sole novum.

(Signed) L'HOSPITAL.

Bourdeaux, Pluviose (Feb.) 1806.

Letter of Mr. Pereyra to Mr. L'Hospital.*

Sir,—In claiming for my father's memory, the honor of the invention of the art which Messrs. de L'Epee and Sicard

* Mr. Pereyra, the writer of the above letter, was the only son of J. Rodrigues Pereyra. He lived in Bourdeaux, and died in the year 1806, at the age of thirty-five years, of a broken heart.

have exercised after him, you have accomplished an act of justice. A thousand thanks to you for it!—Such a task required courage: you have the merit, Sir, of having undertaken it. Allow me, however, to observe to you, that the testimony borne to my father's talents and glory is beneath reality. You have doubtless been ignorant of the success he obtained at Paris in that sublime art, so important to mankind. The writings of that time have vouched for the existence of the same, marking the place of my father in the first rank. His method for the beneficent institution of the Deaf and Dumb, differed from that of Messrs. de l'Epee and Sicard. Those skilful professors have undoubtedly evinced great talents; but they have not attained that degree of perfection which my father had attained; they have not, like him, caused their pupils to speak.

Notwithstanding such authentic facts, several of your readers have started some doubts as to the legitimacy of your reclamation. I pardon such an error in those who are not acquainted with the testimonies I am to produce. Nevertheless, I hope I will be able to set right, without much exertions, the most obstinate sceptic, when I have published the historical memoir with which I am actually occupied. This memoir will contain nothing but facts, extracted from the works of Buffon, Mairan, Lecat, Dumarsais, J. J. Rousseau, Bougainville, St. Foix, the History of the Academy of Sciences for many years, &c. I will explain in this work, the motives which have induced me hitherto to be silent on the subject—motives, however, easy to be guessed at.

Accept, Sir, the tribute of my gratitude, and the homage of my affectionate sentiments.

(Signed) J. D. J. PEREYRA.

Bourdeaux, 28th Pluvoise, (Feb.) 1806.

The preceding letters were printed simultaneously with others written by gentlemen of high standing in the republic of letters at Bourdeaux; all which irrefragibly prove,

that no man in France, either before or after Mr. Pereyra's time, was ever capable of making the Deaf and Dumb speak, or discourse in a correct and audible manner, that art having been wholly and exclusively possessed by Mr. Pereyra, as an invaluable gift of a kind, bounteous, and divine Providence.

To the preceding documents and vouchers, so completely and satisfactorily evidencing the miracles operated by such a highly precious art, I will only subjoin a judgment passed on the same, by a most able, competent, and impartial judge,* with which I will conclude this brief notice of Mr. Pereyra's skill in the sublime science in question.

"The habit we are in (says the Abbe Deschamps) of hearing it said that the Deaf and Dumb cannot speak, because they cannot hear—the immense time that has elapsed before it was thought their unfortunate state might be alleviated by a proper education—are the real causes which often prove a hindrance to our crediting truths announced to us respecting this subject. Nevertheless, the astonishing prodigies worked by Mr. Pereyra, are speaking testimonies of it. The public papers resound with well-deserved praises of Mr. Pereyra. The Academy of Sciences, that Society so well known for the vast extent of the learning of its members, has thrice recorded in its annals the just tributes such an illustrious institutor was entitled to receive. The learned naturalist Buffon, sheds upon Mr. Pereyra's labours the glory due to him. Mr. Lecat, in his *tract on Sensations*, joins with those great men in applauding the success and the superior talents of the learned Jew. The present generation earnestly confirms those authentic testimonies borne to merit, and future generations will envy us the good luck of having possessed him. His name will be handed down to the remotest posterity. He has indeed acquired immortality," &c. &c.

---

* Education des sourds-muets, par L'Abbe Deschamps.

The preceding compilation, translated from the original, on the learned, worthy, and illustrious J. R. Pereyra, is made by his obscure, humble, and admiring nephew,

J. A. DELEON.

No. 5.

EXPLANATION OF THE MAP OF THE EAR.

The ear is the organ of hearing, and when its parts become deranged, injured, or diseased, deafness ensues, and the person so affected becomes *mute*, or in common acceptation *Dumb*. Under such circumstances, the unfortunate person loses that correspondence or sympathetic association which exists between the organs of hearing and speech, whereby the latter are rendered inactive and silent. The sound of the human voice, when perfect, consists of modulated tones; to produce which, the person speaking must hear, in order to vary the tones and produce harmonious articulation. Hence we find, that a deaf person does not speak, because he cannot hear; and although it is very possible he may be taught to speak by imitation, yet the voice is monotonous or inharmonious for want of the ear to regulate it. Thus it would appear, that hearing is absolutely necessary to smooth and harmonious articulation, but not to simple utterance or speech, since practice has confirmed the belief, that in most cases the Deaf and Dumb may be learned to speak.

The organ of hearing is so essential, and withal so delicate, that it is strongly protected in a hard and bony case; but notwithstanding it is well shielded from external injury, accidents will reach and disease assail it. Hence in every society of human beings, there will be Deaf Mutes. They are more numerous than most people imagine. But if we consider the causes which operate in producing this unfortunate condition, the surprise excited by the fact will moderate by the inquiry.

Human nature is frail, and at all times subject to accident, disease, and death. Thus "in the midst of life we are in death." Instead of being surprised at this, we should rather exclaim with the Psalmist,

> "Strange that a harp of thousand strings
> Should keep in tune so long."

We should be led to these reflections upon examining the structure and delicacy of the organ of hearing, as displayed in the annexed map of the human ear, and hence not wonder at the numerous causes which affect this organ and produce deafness.

Deafness is sometimes connate, and generally supposed in such cases to proceed from original defect, or malconformation of the ear. These cases are numerous, and thought to be irremediable. But it is doubtful whether some of them do not happen from causes at or subsequent to birth, and before the infant acquires the use of its vocal organs. If such should be the case, there may be some prospect of relief; and this opinion is strengthened by observations on some of the Deaf and Dumb pupils of this Institution, which now exceed fifty.

The numerous ills which "flesh is heir to," and the various accidents of life, may fall upon the organ of hearing. Concussion of the brain, blows on the head, fractures of the bone, may produce deafness; and if they happen in early age, the child becomes *Dumb*, or is ever after *a Mute*. Even though it had begun to speak, it soon ceases to exercise the organs of speech, as all things around are wrapped in profound silence. Extraneous substances lodged within the passage to the ear, also occasion distress and deafness; and the natural secretion of wax within the ear, when accumulated, often operates as an extraneous body. Insects may penetrate the ear and destroy the hearing.

The most fruitful source of deafness, however, arises after birth, from the various diseases to which the human frame

is subject. Fevers and inflammations are the most common. Measles, scarlet fever, small-pox, inflammations in the throat, tonsils, nose, and the ears themselves, are often the operating causes; and though they frequently impair the organs of hearing beyond the possibility of recovery, yet we know that all are not beyond the power of relief.

With age comes infirmity, and deafness often warns us of approaching dissolution. Though the deafness of age does not produce dumbness as in children, yet it is distressing to all social beings, and generally produces silence and reserve. It has in all grown persons a marked effect upon the speech, in producing a low and monotonous voice. Deafness from age is the least likely to be removed by curative means.

The Directors of the New-York Institution for instructing the Deaf and Dumb, in their attention to this subject had two distinct objects in view. The first was, to instruct them where deafness had become confirmed in childhood, and it was impossible to have them taught in the usual way; and the second was, to have such attention paid to the organs of hearing, as to give the pupils every chance of restoration. They have accordingly appointed a Physician to attend to their ordinary sickness, and do what may be safely done for restoring them to the enjoyment of the human voice and of human society. Called upon in that capacity, the Physician to the Institution gives the following explanation of the annexed Engraving of the Ear.

It is an enlarged view of the organ of hearing and its appendages, which may be divided into their external and internal parts. The external parts are, the *auricle*, the *meatus auditorius*, and the *Eustachian tube*. The internal are, the *tympanum*, with its membrane and bones, and the *labyrinth*, with its foramina, membranes, and cavities.

The *auricle* or external ear, collects the vibrations of sound. These are compressed at the *concha*, or commencement of the auditory passage, which is somewhat funnel shaped, from whence they pass through the *meatus audito-*

rius to the membrana tympani, commonly called the drum of the ear, behind which lies the proper organ of hearing. The *Eustachian tube* is a narrow passage, with a trumpet-like opening, commencing in the pharynx or back part of the mouth, a little above the lower passage of the nose, and passing obliquely upwards to the internal ear. Hearing is increased by the passage of sounds through the Eustachian tube; and hence a person intent upon hearing, not only stands *auribus erectis*, (with pricked up ears,) but opens his mouth, to receive the strongest impression. The meatus auditorius and Eustachian tube are both laid open in the above map, to show their cavities. The *cerumen*, or wax of the ear, is secreted from small glands in the auditory passages.

The Eustachian tube opens into the *tympanum*, or cavity of the internal ear. This cavity is separated from the meatus auditorius by means of the *membrana tympani*, or drum of the ear, which is stretched across the passage. The cavity of the tympanum contains four small bones, which are not the least curious of the wonderful structure of this organ. The *malleus* is attached to the membrane of the tympanum, and with its muscles produce a tension or relaxation of that membrane. Articulated with the malleus at its upper extremity is another small bone, of a similar shape, called the *incus*. To the small end of the incus is attached a very small bone, nearly round, and from its shape denominated *os orbiculare*. The fourth bone is the *stapes*, or stirrup, with one end united to the os orbiculare, and the other to the *foramen ovale*, by means of a membranous lining. The stapes is situated transversely to the cavity of the tympanum, and from its slight attachment to the neighbouring parts, sometimes from disease falls into the Eustachian tube, and is discharged by the mouth.

The *labyrinth* of the internal ear is so called from its intricate winding passages, through which sounds are reflected, and their effect increased. It consists of the *vesti-*

bule, with its three semi-circular canals, and the spiral cavities of the *cochlea*. Within the cavity of the tympanum are two foramina, which lead to the different parts of the labyrinth. The *foramen rotundum* communicates with the lower range of the cochlea, but is closed by a fine membrane about the middle of the passage; so that the external air which passes through the Eustachian tube into the tympanum, does not reach the cavities of the labyrinth. The *foramen ovale* is also protected by a membrane, and the bottom of the stapes covers it. At the top of the tympanum is a broad and short passage leading to the mastoid cells, which are thought to assist hearing by forming a kind of echo. The vestibule is a cavity situated behind the foramen ovale, and almost round. It is covered with a membranous lining, filled with numerous blood vessels. The three semi-circular canals diverge from the vestibule, and are filled with a peculiar fluid. There are eight small foramina or openings belonging to the vestibule: five of them communicate with different parts of the semi-circular canals, one leads to the upper range of the cochlea, and two serve for the transmission of nerves, which branch from the portio mollis, or soft portion of the auditory nerve.

The cochlea is opposite to the semi-circular canals. It is so called from its resemblance to the internal spiral contortions of a snail shell, and is divided into two parts, an upper and a lower range. There is a small foramen or opening from the vestibule into the upper range, and another from the foramen rotundum into the lower range, thus connecting the different parts of the labyrinth together.

The nerves which originate from the brain, pass in pairs to the different organs which they influence. The seventh pair are the auditory nerves, particularly so called, and are divided as they pass from the brain into two portions. The largest and uppermost is called the *portio mollis*, or soft portion of the auditory nerve, and is considered as the nerve particularly belonging to and influencing the organ of hear-

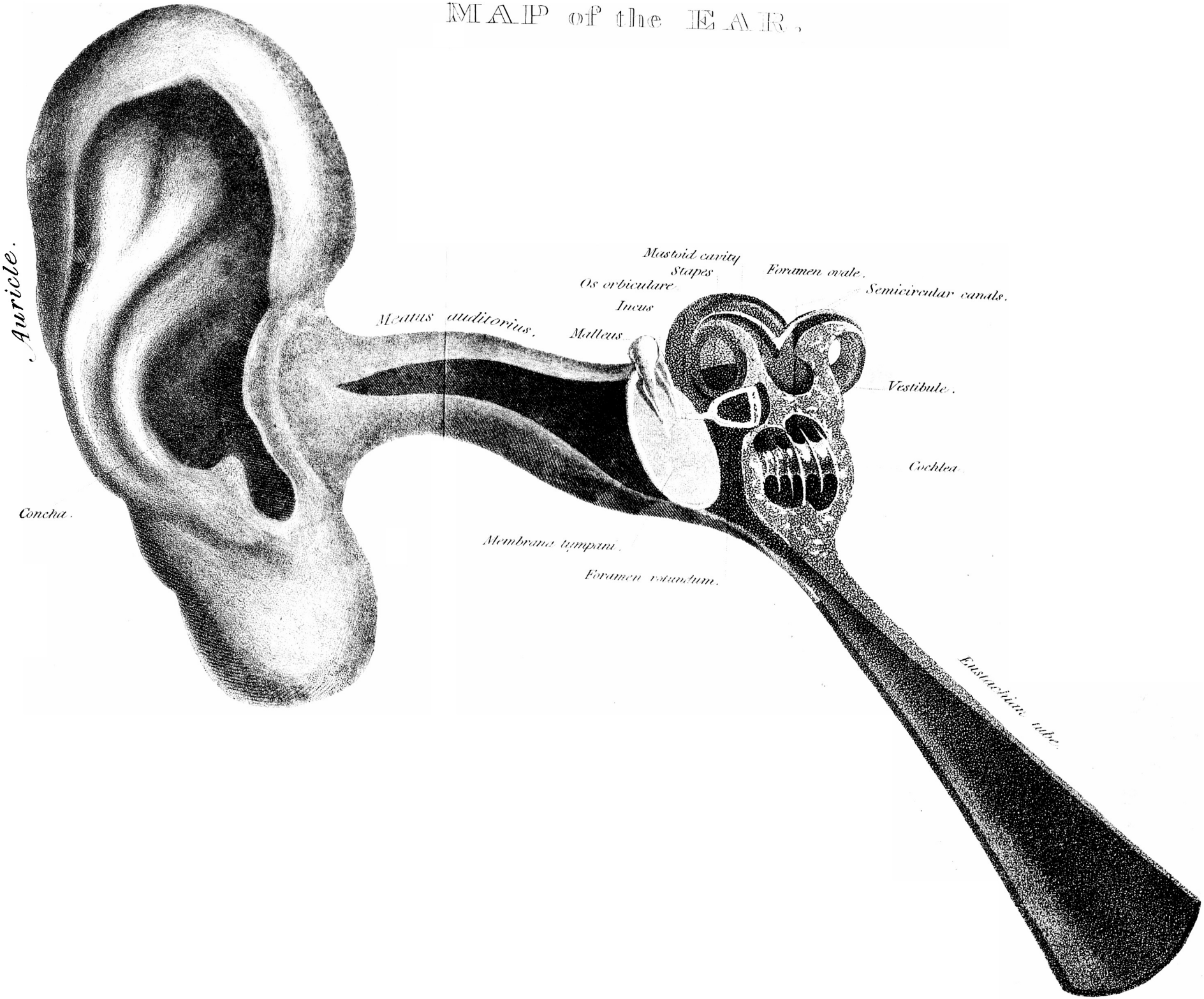
ing. The distribution of its branches to the minutest filaments, is confined to the labyrinth, its vestibule, cochlea, and semi-circular canals. The *portio dura*, or hard portion of the auditory nerve, is distributed to the meatus auditorius, and other parts of the ear.

The membrane, or drum of the ear, is supplied with nervous energy from the *chorda tympani*, which passes over the membrane like the chord at the bottom of a drum, and has its origin from a branch of the fifth pair of nerves which supply the organs of speech. After crossing the drum of the ear, the chorda tympani unites with the *portio dura* of the auditory nerve, and thus by its association forming that necessary correspondence between the organs of hearing and of speech.

There are, moreover, blood vessels which distribute their branches to the different parts of the ear, and supply it with that necessary fluid, to promote warmth and secretion. When the organs of hearing become diseased, the pulsation of the arteries sometimes causes distressing noises in the head, which are difficult to be removed.

The very extraordinary and delicate structure of the organ of hearing is secured in a cavity of the temporal bone, called the *petrous*, or *rocky portion*, on account of its comparative hardness. It would thus appear to be a very essential organ, as it is more securely protected than the brain itself. How thankful should we be who enjoy our hearing in perfection, and participate in that divine blessing! especially when we see so many around us, whose hearing is so impaired as to render them mute, and totally incapable of restoration.

MAP of the EAR.



No. 6.

OBSERVATIONS AND CORRESPONDENCE ON THE NATURE AND CURE OF DEAFNESS, AND OTHER DISEASES OF THE EARS.

Dr. SAMUEL AKERLY, Physician to the New-York Institution for the Instruction of the Deaf and Dumb, may be consulted in cases of Deafness and other diseases of the Ears, at his residence, No. 72 Chatham-street, New-York.

Having paid particular attention to the cure of Deafness and diseases of the Ears, he is enabled, from his knowledge of the anatomy and structure of the Human Ear, to give satisfactory explanations of the various affections of that delicate organ, which requires to be treated with care and nicety, and occasionally to be strengthened by constitutional as well as local remedies. A powerful incentive to have more attention paid to the organ of hearing than has heretofore been the case, arises from the fact, that all the Deaf and Dumb were not born so, many becoming Deaf from sickness and diseases of the Ears, and Dumbness being the necessary consequence.

The following are some of the affections to which the Ears are liable, all of which have a tendency to produce Deafness—viz.

1. Inflammation in the Eustachian Tubes, or inner passages to the Ears.
2. Obstructions in the Eustachian Tubes.
3. Inflammation in the Meatus Auditorius, or outer passage of the Ear.
4. Obstructions in the outer passage, from hardened wax, or thickened matter, &c.
5. Abscesses in the Tympanum.
6. Abscesses in the Meatus Auditorius.
7. A morbid or bad secretion of wax in the Ears.
8. A diminished secretion of wax.
9. A want of secretion, or dryness in the Ears.
10. Ulcerations and a discharge of matter from the Ears.
11. Fungous Excrescences in the Ear.

12. Foreign substances in the Ear, as peas, beans, shells, paper, &c. pressed in by children.
13. Insects in the Ear, as worms, bugs, flies, ticks, and other insects, which creep in while the person is asleep.
14. Noises of various kinds in the head.
15. Ear-Ache accompanying some of the foregoing affections.

These numerous diseases of the Ear require a treatment as different as they are various, and as nice a discrimination as any other class of diseases to which the human frame is subject. It must therefore be evident, that no single remedy or nostrum is applicable to diseases where their causes, symptoms, and effects, are so diversified; as may be well imagined, by examining the annexed Diagram, or Map of the Human Ear, upon an enlarged scale.

Dr. Akerly has found by experience, that Deafness from hardened or accumulated wax in the Ears, is easier cured than running of matter from the Ears, and the latter more so than nervous Deafness: but he has been enabled to afford relief in cases of these three principal divisions of diseases of the organs of hearing. He has cases in reserve, for some future publication, on the Diseases of the Ear. In the meantime, he refers to Mr. Henry Remsen, Captain John Rooke, Mr. Isaac Pierson, Mr. John Franklin, Mr. John Slidell, Mr. Henry Post, jun. Mr. Ithamer Osborn, and others, who have had their children or themselves relieved of affections of the Ear.

The following extracts from the Reports to the Legislature, will show what has been the result of attention to one of the Deaf and Dumb pupils at the New-York Institution.

Extract from the Report to the Legislature of New-York, made 1st of January, 1820.

"James Maddock, of Peterboro, Madison County, New-York, is 8 years old, and was received into this Institution in May, 1819. His deafness was caused by sickness at four months old, followed by fits. At the age of 20 months, he

appeared to be totally deaf. Sometimes, however, his hearing would in a measure return; and he had been taught to speak a number of words, which were uttered in a low monotonous tone. These periods, however, were so seldom and so short, that his parents found it impossible to impart to him the rudiments of learning in the ordinary way, and accordingly sent him to this Institution.

"He has been under the operation of remedies for ten weeks, since which his hearing has been quickened and very much improved. During this time he has been practised in elocution, by Mr. Horace Loofborrow, who is very sensible of the boy's improvement. His ears were at first in a dull and torpid state. There was no secretion in one, and the other was filled with black indurated cerumen. The secretion is now improving and much more natural. He speaks audibly and distinctly his letters and single words. Mr. Roger Maddock, on a late visit to New-York, was much gratified with his son's improvement in hearing and speech, which was very evident to him.

"There appears to be no radical defect in the organ of hearing, nor want of energy in the auditory nerves. There is nothing to obviate, but a tendency in the external passage to the ears to relapse into a morbid state of secretion. By attention to the means which will prevent that, James Maddock will, by practice, completely recover his hearing, and become a social and speaking being, and no longer be a *Deaf Mute.*"

The above is my report on the case to the Directors of the New-York Institution for the Deaf and Dumb, and incorporated in their annual report to the Legislature.

During the winter nothing was done for Maddock, but in the spring and summer of 1820, attention was occasionally bestowed upon him, to keep his ears in a clean and healthy state; and in the autumn his father withdrew him from the Institution.

Mr. Maddock's letter of thanks to me was annexed, as a document to the annual report to the Legislature, dated 1st January, 1821, and is as follows:

"*Peterboro, (Madison County,) Dec. 8th, 1820.*

"SIR,—When on my passage from New-York to Albany, I thought it my duty to write you on the subject of my son's recovering his hearing, on my arrival at home, I found a letter from you requesting such a one from me. Whether the letter I wrote was such as answered your expectations, I do not know; but I am now willing to say, that while my son remained under your care, his hearing very much improved, and I think he can now hear with the left ear as quick as ordinary persons, but not quite so well with the other. I must repeat, that I feel myself under the greatest obligation to you for your attention, and have the greatest reason to expect that it will produce the most lasting benefit to my son. I also feel thankful for the advice given in your letter as to the future treatment of James. I dare not venture to send him to school, but must needs have him constantly with me. As far as is practicable, I observe the directions you have given, although I find it frequently very burthensome to give that attention to him which is necessary. There can be no question, that there are instances in which an attention to the ears will remove the cause of deafness, and the experiment on my son is proof in point. We had resorted to many measures recommended by various persons, without being sensible of any benefit, until he was placed at the Institution. Mrs. Maddock joins me in sentiments of gratitude and respect.

"ROGER MADDOCK.

"*To Dr. Samuel Akerly, Physician to the N. Y. Institution for the Deaf and Dumb.*"

"The original letter, from which the foregoing was copied, has been examined by me, and is now in the possession of Dr. Akerly.

"SAMUEL L. MITCHILL,

"*Pres'dt. of the Institution for the Deaf and Dumb.*

"New-York, 17th Feb. 1821."

George Holkins, another one of the Deaf and Dumb pupils, was cured of a long standing discharge from the ears, but his hearing was not restored.

Among the cases of nervous deafness, often so distressing and so difficult to cure, the following may claim a place. The certificate was sent to me with an apparent intention to have it published in the newspapers, which, however, I have declined.

"This is to certify to whomsoever it may concern, that I have been very much relieved of hardness of hearing, by Dr. Samuel Akerly, Physician to the New-York Institution for the Instruction of the Deaf and Dumb. Being on the point of departure for Europe, and feeling grateful for the benefit I have received, I take the liberty of making it publicly known, that others similarly situated may know where to seek and find relief. I have been deaf for nearly four years, occasioned by a cold, and my hearing was so bad that I could not hear ordinary conversation, and therefore avoided company, as I had no inclination to speak when I could not hear what was said. I could not hear a watch tick, unless when close to my ear, and now I can hear it held in my hand at the distance of two feet. My deafness was of that kind, that the Physicians whom I consulted called *nervous deafness*, attended with dryness of the ears and noise in the head.

"E. BEMENT.

"*New-York, 21st July*, 1820."

The method of giving advice at a distance, may be ascertained by the following letters, in answer to applications for relief.

New-York, 4th September, 1820.

DEAR SIR,—It is impossible to determine the proper remedy applicable to Miss P——'s case of deafness, without further information than that communicated. She has written for medicine, under the impression that deafness is the same in all persons, and that the same remedy is applicable to all cases. She will be undeceived in this particular, if

you enclose to her my circular. I am not in the practice of preparing medicines, and sending them off, to be applied to cases of deafness indiscriminately. In other cases of disease, good remedies sometimes fail for the want of their judicious application: so they may in deafness. It is not only the remedy, but the particular application and method of using it, that constitutes its value; and, by daily observation, to know how to modify it, so as to suit the circumstances of the case as they occur. With the same remedy a patient might deceive himself, for a want of the knowledge of the object in using it, or, in medical language, of *the indications of cure.* In some cases, however, where the patient could not leave home, I have been consulted, and explained my method of applying the remedies to a Physician near the patient, who was informed of the prescriptions, and who was to apply them. But the want of apparatus and instruments, and practical dexterity, are apt to put both the patient and Physician out of patience, where he has not devoted himself to the subject. I would rather, both on my own account, as well as for the greater certainty of relief, have the personal attendance on the patient.

You may state to Miss P——, that there are three principal kinds of deafness, all of which have more or less variety and modifications. If you propose the following queries to her, I shall be enabled, on receipt of her answers, and a consulting fee, to give such an opinion on the case as I believe will be agreeable and satisfactory to her.

How long have you been deaf?

Was it caused by a cold, or sickness, or sore throat?

What is the degree of hearing left?

How far off can you hear a watch tick?

Can you hear a watch tick when held in the mouth?

Required the age and general state of health.

Have you ever had gatherings in the ears?

Are you troubled with ear-ache?

Do you wear a cap or ribband over the ears?

Are you troubled with cold feet?

Do you take snuff?

What colour is the moisture or wax in the ears?

Are you liberal in the use of strong tea or coffee?

Does the wax in the ears dry on the passage, and become scaly?

I am, Sir, respectfully yours, &c.

SAMUEL AKERLY.

To Mr. D——, of Virginia.

New-York, 1st November, 1820.

SIR,—Your case of deafness is one of those called *nervous*, and is more difficult to cure than those which arise from hardened wax, or a running of matter from the ears. Both of these I can cure in a given time; but in the former there is greater variety and diversity, and consequently the time required to produce a salutary effect, cannot be at first ascertained. Practical experiments, under the care of a judicious Physician, must determine the probable time that the remedies I shall propose will take to produce the desired effect. I have reason to believe, that a favourable impression may be made upon your organs of hearing; but perseverance and steady attention will be required, and it may take more than the whole of the warm season of 1821. Let me not discourage you, however, by unfortunate anticipations—though if I should promise you a hasty or certain cure, I should do you and myself injustice. If the object to be obtained is at all desirable, it is not the less valuable if it arrives slowly and gradually. I know there is a difficulty in commanding the attention and perseverance of a patient in the application of remedies to a chronic disease, and such nervous deafness must be considered; but as hearing is so essential to our social existence, I trust that the means will be perseveringly applied. Warm weather being the best season to apply the remedies, you should not begin till next spring. I feel encouraged, from your good state of health and the strength of your constitution, in having entirely overcome the paralytic affection. The nervous debility

which yet adheres to the organ of hearing, may possibly be removed by the following means.

These means may be considered as, 1st, External remedies—2d, Internal remedies—3d, Agents for the application of these remedies—and, 4th, Things to be avoided.

1. *External remedies.*

The external remedies are those which may be usefully applied to the external ear. The object to be obtained by them in your case, is, to produce an excitement or an action upon the surface in the neighbourhood of the external ear, and thereby relieve that internal action of the blood vessels which causes the distressing noises in your head. These arise from arterial pulsations in the internal ear; and as blisters and sinipisms in other diseases relieve by producing a determination to the surface, so may the external remedies I shall propose relieve that internal action which produces tinnitus aurium. For this purpose, I have used *tincture of soap, eau de Cologne, spirits of camphor, tincture of cantharides,* and *blisters.*

The tincture of soap may be used daily to wash the ears, and have it well rubbed on behind them, on and about the petrous portion of the temporal bone. The eau de Cologne and spirits of camphor may be used in the same way. But if the parts should become accustomed to their stimulating effects, the tincture of cantharides will excite more action, and if repeated, even draw a blister. A blister may be occasionally applied behind the ears, alternately with the other applications.

2. *Internal remedies.*

By internal remedies, I do not mean those which are to be taken into the stomach, but such as are applied to the ears by means of a syringe through the meatus auditorius. Our object here is to act upon the relaxed and torpid organs, by injecting into the ears mildly stimulating and oleaginous preparations. Among those which I use, I send you a sample of the three best for nervous deafness, and the recipe by which they are prepared. Either of these may be used with

advantage, by injecting them into the ears daily with a small ivory syringe, and then cleaning them out after the manner herein directed; with cotton on a probe. I would prefer your using these internal remedies as follows:

The materials of No. 3 separate on standing still, and should be shaken together before use. In the evening, drop into the ears eight or ten drops of this mixture, and stop them up with wool, so that it does not run out at night when in bed. In the morning syringe with No. 1 or 2, and clean them out, and leave the ears open during the day, to have the benefit of sounds, unless the weather should be cold and blustering, when they must be guarded with wool.

3. *Agents to apply the remedies.*

The first of these is a small ivory syringe. The head should be inclined on a table; the injection blood-warm, poured into the passage of the ear, and then the syringe applied and worked gently for a minute or two. The head may be then quickly turned over a spitting box, and the injection suffered to escape. In using the syringe, care should be taken not to use it too long or too forcibly, as injury may arise from the violence, causing dizziness or vertigo as the first effects.

The next operation is to clean the ears out with a probe. For this purpose I have short probes. about two and a half inches long, with one end of an octagonal shape, that they may be easily turned in the fingers. The end introduced into the ear is guarded with cotton rolled on, and projecting a quarter of an inch beyond the metal, so that when it is turned around to clean the sides of the passage, the hard substance does not come in contact with the delicate membranous lining of the passage, or of the drum of the ear. When the cotton becomes wet, it is to be removed and renewed.

Cotton is most frequently used to stop the ears, to guard them from cold; but I prefer wool, as it is a non-conductor of heat, and consequently keeps the ears warm, whereas cotton being a good conductor of heat, causes it to escape,

and is therefore not so good as wool for our purpose. Cotton should only be used to clean the ears. I enclose you a probe armed with cotton, more clearly to explain the method of using it.

4. Things to be avoided.

Every thing that produces excitement, or a determination of blood to the head, increases the noise in the ears. Violent exercise, a full meal, liquors, strong tea and coffee, have an effect upon the nervous system, and are therefore to be used in moderation. Electricity is recommended by some authors in nervous deafness, but my practice confirms me in a contrary opinion. I would advise you not to employ it as an agent in your cure.

The result of the puncture of the tympanum in one of your ears is sufficient, I hope, to deter you from a similar operation in the other. Yours is not the only case I have seen in which it has been unsuccessful. Wright, a late English author on Deafness, condemns the practice, and says that it universally fails, though it has been recommended by Astly Cooper, a celebrated Surgeon of London. The rigidity of the scar formed on the drum by the healing of the puncture, will render that ear less susceptible of improvement.

Now, Sir, after this detail of proceeding under the different remedies proposed, &c. I will state how you may make a daily use of the means. I suppose the climate at New-Orleans will allow you to commence in March, though it would not here until the latter part of April, or first of May.

Begin then as follows:—At night on going to bed, let your wife, or some one else, drop into your ears eight or ten drops of the injection No. 3, and then stop them with wool.

In the morning when you rise, wash the auricles (ears) and behind them, by the aid of a sponge, with either of the four liquids mentioned under the head of external remedies. This operation you can perform yourself, and will take up no more time than washing the hands and face. If you

should apply a blister, let it be at night, and of course the other applications would be omitted till the blister was healed.

After breakfast, your Physician will remove the wool, and fill the ears with injection No. 1 or 2, warmed. Then after syringing and emptying the contents, let him wipe them out clean with the probe armed with cotton, as above stated. The ears are then left open and clean for the services of the day, and the means are again applied at night. These are the remedies and means that, from my view of your case, are calculated to give you relief. I have endeavoured to be explicit, as you requested; but if I have not been so, I hold myself ready to supply any thing omitted, or to answer any suggestion which the case may give rise to, either to yourself or your attending Physician.

I am, with respectful consideration,

S. AKERLY.

To Mr. S——, New-Orleans:

New-York, May 1st, 1821.

Sir,—I have received your letter, requesting an opinion whether it is possible to restore to hearing and speech a person who is Deaf and Dumb, and also whether a person so restored has a finer sense of hearing than people in general? and if so, what encouragement can be given in relation to your son, who is Deaf and Dumb?—These questions, I perceive, are suggested by a paragraph which has appeared in our newspapers, copied from a French paper, as follows: "The Journal, the narrator of the muse, relates a circumstance highly important for humanity. It states, that a young Physician had just discovered (October, 1820) a method of restoring both hearing and speech to the Deaf and Dumb, and had tried it with full success upon two individuals of this description. The editor adds, that the two youths who had just experienced the efficacy of the operation, have a finer sense of hearing than persons in general." Parental

anxiety has prompted these questions, and I will endeavour to answer them, though you may not be perfectly satisfied with the replies. But I would warn you not to be too sanguine, nor to expect miracles from the operation of natural causes. The first question I would answer in the affirmative, and the second in the negative. As to your son, the answer would be hypothetical, and I should therefore decline an opinion till I became acquainted with all the circumstances connected with his deafness. I shall state the facts which have led me to these opinions.

1st. Is it possible to restore to hearing and speech a person who is Deaf and Dumb?

I answer, yes. In some cases it is possible, though not in all; but those cases cannot be determined a priori. A number of Deaf and Dumb persons have been restored to hearing in England and France, as may be seen by consulting Wright on Deafness, and Curtis on the Diseases and Physiology of the Ear, as well as the writings of M. Itard, Physician to the Deaf and Dumb Institution in Paris, to be found in the *Journal des Science Medicale.*

2d. Has a Deaf and Dumb person, after being restored to hearing, a finer sense of sound than others?

I answer, no: for instead of being more delicate, it is at first a painful sensation, as you may well imagine, when a person is introduced to the noise and tumultuous sounds of active life, after having been excluded from them by a defect in hearing. Loud and shrill sounds are generally distressing to all who can hear, and particularly so to the Deaf and Dumb, or other persons who have been hard of hearing, when the sensation is returning. The principle is the same when the cataract is removed for blindness. The person operated upon can see, but the sensation is so new and painful, that it excites inflammation, and he must be shut up in a dark room, that light may be gradually introduced to an organ unaccustomed to it.

3d. As to your son, you must give me a detail of his case, and let me examine the ears. Where children are born deaf, there is a probability of some organic defect, and less chance of restoration, though some such have been restored; but many children become deaf from sickness, and may be helped. Some of the Deaf and Dumb have a partial sense of hearing, but not sufficient to enable them to articulate distinctly. Deafness in them, as in others who are only hard of hearing, has arisen from various causes, as, measles, scarlet fever, small-pox, dropsy in the head, foreign substances in the ear, gatherings, running from the ears, hardened wax, no secretion of wax, &c. I make three great divisions of the diseases of the ear, viz. *nervous deafness*, *otorrhœa*, or running from the ears, and *deafness from hardened wax*, all of which have their varieties, and are to be treated differently.

As to the paragraph from the French paper above quoted, it appears, that an operation first performed by Surgeon Cooper, of London, and frequently repeated in England, has at length reached the interior of France, and comes out as something new. The puncture of the tympanum, or drum of the ear, was suggested by Mr. Cooper some time ago, in cases where the Eustachian tubes were obstructed; and immediately after the operation, the person had a painful sensation of hearing, as in cases of seeing, after the depression or extraction of the cataract. So it appears from the relation of the French cases. But experience in England has proved, that this operation is not to be depended upon, or has been performed in improper cases; for the result is, that although hearing follows the operation, deafness again ensues, and the person operated upon is worse afterwards. I have seen two such cases here, where the persons were operated upon by a celebrated Surgeon of our own country. The punctured tympanum closed, and leaving a rigid scar upon the drum, the hearing was finally impaired instead of being improved. Another account which I have seen in our papers, stated, that the Deaf and Dumb children ope-

rated upon by the French Surgeon, began immediately to speak. This is fallacious, and totally impossible. How can a person never accustomed to sound, understand an arbitrary impulse of the breath, which to him would have no more meaning than the whistling of the wind? Sounds, signs, and symbols, have no meaning except by convention or association. The child, therefore, who, having been Deaf and Dumb, is restored to hearing, must be taught to speak slowly and gradually, as other children are taught, before he can understand letters, words or sounds spoken by another. If it were otherwise, what language would the child speak?

I am, dear Sir, respectfully yours, &c.

SAMUEL AKERLY.

To Mr. A——, Ulster County, N. York.

In conclusion, Dr. AKERLY would observe, that there are some affections of the Ear which he can certainly cure, some which he can only relieve, and some which he cannot cure. He pretends to no infallibility—he uses no secret remedies—he imparts to other Physicians his means and method of applying them. The merit he claims, is derived from practice and attention to this peculiar class of diseases, to which he has been led by his connexion with, and as one of the Directors and Physician to, the New-York Institution for the Instruction of the Deaf and Dumb.

The Engravings for this work have been executed principally by Mr. WM. P. MORGAN, on wood. The high style of their execution will speak loudly in his praise, though we must not forget to name his master, Dr. ANDERSON, who engraved about sixty of the figures. The sickness of Mr. Morgan has delayed the publication of this work, which has been some time ready for the press; and now on its completion, the meed of praise is justly due to the master and his pupil, whose engravings on wood are little short of copperplate.

CONTENTS.

	PAGE.
Address of the Directors to the Public,	i
Report of the Committee of Instruction to the Directors,	5
Introductory Observations addressed to the Committee of Instruction,	11
Deaf and Dumb Alphabet,	47
The Alphabet without the Manual Signs,	49
Monosyllables of three letters represented by sensible objects,	52
Objects without their names,	57
Names without the objects,	61
The articles prefixed to the names of the preceding objects,	61
Adjectives qualifying the preceding substantives,	62
The quality of the substantive affirmed by the verb TO BE,	64
Words of four letters represented by sensible objects,	65
Objects without their names,	73
Names without their objects,	77
Preceding words used in short sentences,	77
Man and his Correlatives,	78
Parts of the human body,	79
Pronouns employed in short sentences,	80
Verbs expressive of some of the first necessary actions of life,	82
Words of five letters represented by sensible objects,	88
Objects without their names,	93
Names without their objects,	96
Preceding nouns in the singular and plural,	96
Articles of clothing,	101
Exercises on verbs in different tenses,	104
Words of six or more letters represented by sensible objects,	108
Objects without their names,	113
Names without their objects,	117
Food, drinks and their kinds,	117
Household and table furniture,	120
A house, its parts and materials,	123
Promiscuous Exercise,	125
Numbers,	128
Compound words represented by sensible objects,	132
Objects without their names,	137
Names without their objects,	140
A school and its appendages,	140
Meals and their parts,	141
A year and the seasons,	143
Water and its conditions,	146
Wind and weather,	147
Verbs in the present, past and future,	148
Prepositions, with a cut to explain them,	152

CONTENTS.

PAGE.

Adverbs, ... 155
Conjunctions, ... 158
Promiscuous Exercises, ... 160
Vessels and their kinds, ... 166
Vessels and their parts, ... 168
Promiscuous Exercise, ... 169
Exercise on colors, ... 170
States of being, ... 175
A church and its parts, ... 176
Materials of dress, ... 180
Employments and trades, ... 181
Tools and instruments, ... 185
A city and its parts, ... 187
Conjugation of verbs, ... 190
Verbs in the infinitive mood, ... 197
Words in opposition or contrast, ... 202
Derivation, ... 204
Degrees of comparison, ... 206
Formation of the plural, ... 210
Masculine and feminine gender, ... 215
Exercises on domestic animals, ... 221
Interrogation, or manner of asking questions, ... 235
Abbreviation of words, ... 246
Ellipsis in sentences, ... 250
Quarters of the globe and nations, ... 258
Exercise on the words *animals, beings, things, objects and kinds,* . 260
Animals classed, ... 264
First class of animals, quadrupeds, ... 266
Second do. birds, ... 272
Third do. amphibious animals, ... 280
Fourth do. fishes, ... 282
Fifth do. insects, ... 289
Sixth do worms, ... 298
The vegetable kingdom, ... 298

APPENDIX.

No. 1.—Arrowsmith's work on teaching Deaf Mutes, . . . 323
No. 2.—A. O. Stansbury's signs for numbers, ... 324
No. 3.—Notice of the infancy of Massieu, ... 329
No. 4.—J. R. Pereyra, a teacher of the Deaf and Dumb, in 1747, . 343
No. 5.—Explanation of the map of the ear, ... 355
No. 6.—On the nature and treatment of diseases of the ears, . 361